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This thesis provides professors and Navy facilitators curricula to be used in personnel and human resource management courses. The study presents four cases that follow a female naval recruit through several phases of her career development. Material in the case studies relate to recruitment, selection, training, retention, and career development of women in the Navy.

Teaching notes are provided for each case to assist and guide facilitators in conducting classroom discussion. An overall analysis discusses the cases in relation to current Navy policy and career development theory.

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Case Studies of the Recruitment, Selection, Retention and Career Development of Women in the Navy

by

Donna Marie Joyal
Lieutenant, United States Navy
B.S., University of South Carolina, 1987

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

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March 1993

ABSTRACT

This thesis provides professors and Navy facilitators curricula to be used in personnel and human resource management courses. The study presents four cases that follow a female naval recruit through several phases of her career development. Material in the case studies relate to recruitment, selection, training, retention, and career development of women in the Navy.

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TABLE OF CONTENTS

I. INTRODUCTION 1

A. GENERAL DESCRIPTION 1

B. ORGANIZATION OF THESIS 1

C. DEFINITION OF CASE STUDIES FOR TEACHING PURPOSES 1

D. PURPOSE OF CASE STUDIES IN A TEACHING ENVIRONMENT 2

E. WHY WE USE CASE STUDIES IN A TEACHING ENVIRONMENT 3

F. DIFFICULTIES ASSOCIATED WITH CASE STUDIES . . . 6

G. CAUTIONS REGARDING THE CASE STUDY APPROACH . . 7

II. BACKGROUND 9

A. INTRODUCTION 9

B. HISTORICAL PERSPECTIVE 10

C. WOMEN IN NAVAL AVIATION 13

D. GENERAL UNRESTRICTED LINE OFFICERS (Gen URLs) . 15

E. ENLISTED WOMEN'S CAREER OPPORTUNITIES 17

F. RECRUITMENT AND SELECTION TESTS 19

G. LAWS AND POLICIES 20

H. TODAY'S NAVY 23

III. CASES 25

A. INTRODUCTION 25

B. CASE ONE - A RECRUITER'S DILEMMA 25

1. Background 25

2. Guidance Counselor 27

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3. First Meeting With Recruiter 29

4. What Makes a Good Recruit? 30

5. Selling the Navy 31

6. Finding Marylou a Job 33

7. Paperwork 33

8. Boot Camp Reality Check 34

9. Daily Routine 35

10. Yeoman "A" School 37

C. CASE TWO - ASSIGNMENT TO DC -- A REWARD OR PUNISHMENT? 39

1. First Duty Station 39

2. First Impressions 40

3. Performance Appraisals 41

4. Guidance and Counseling 42

D. CASE THREE - ONE STEP CLOSER 44

1. Initial Officer Training 44

2. Naval Science Institute 44

3. More Physical Fitness 45

4. Academic Training 46

5. The Final Stretch 47

6. Go West Young Woman 48

7. NROTC AT UNM 49

8. Meeting The Executive Officer 49

9. Marylou's Last Chance? The Commanding Officer 50

10. Graduation And Commissioning 51

E. CASE FOUR - ARE WE THERE YET? 52
1. Specialty Training 52
2. New Job Jitters 54
3. Meeting The Staff 55
4. Reorganizing Priorities 57
5. While The boss Is Away 59
6. Micromanagement? 60
7. Taking the Initiative 61
8. Fitness Reports 63
IV. TEACHING NOTES 68
A. INTRODUCTION 68
B. CASE ONE TEACHING NOTES 68
1. Learning Objectives 68
2. Classroom Discussion Questions 69
C. CASE TWO TEACHING NOTES 69
1. Learning Objectives 69
2. Classroom Discussion Questions 70
D. CASE THREE TEACHING NOTES 70
1. Learning Objectives 70
2. Classroom Discussion Questions 70
E. CASE FOUR TEACHING NOTES 71
1. Learning Objectives 71
2. Classroom Discussion Questions 71
V. ANALYSIS 73
A. CAREER DEVELOPMENT 73
1. Introduction 73

2. Definitions of Career Planning and Career Management 73

3. Linking Career Planning and Career Management 74

4. Psychological Contracts 78

5. Counseling and Appraisals 79

6. Mentoring 80

B. APPLICATION 83

VI. CONCLUSIONS 97

APPENDIX A COMPILATION OF ASVAB SCORES USED TO DETERMINE RATING ASSIGNMENTS 99

APPENDIX B MARYLOU'S BACKGROUND INFORMATION 117

APPENDIX C "NASTY GRAM" 118

APPENDIX D MARYLOU'S ASVAB SCORES 119

APPENDIX E BOOTCAMP DAILY ROUTINE 120

APPENDIX F CHAIN OF COMMAND OP-003S 121

APPENDIX G EXCERPTS FROM MARYLOU'S EVALUATIONS 122

APPENDIX H ADMINISTRATIVE DEPARTMENT CHAIN OF COMMAND NAVAL AIR STATION, PENSACOLA 123

APPENDIX I INTERSERVICE/GENDER COMPARISON OF ENLISTED BASIC TRAINING 124

APPENDIX J OFFICER COMMISSIONING SOURCES 125

LIST OF REFERENCES 127

INITIAL DISTRIBUTION LIST 129

I. INTRODUCTION

A. GENERAL DESCRIPTION

The primary goal of this research is to provide professors and Navy facilitators with curricula on personnel and human resource issues. The issues, presented in a case format, concentrate on recruitment, selection, training, retention and career development of women in the Navy.

B. ORGANIZATION OF THESIS

Following this introductory chapter, the thesis is organized into six chapters and ten appendices. Chapter II provides a brief history of women's career patterns in the Navy. Chapter III is a discussion of career development theory. Chapter IV contains the four case studies that follow a female recruit through several stages and situations of her naval career. Chapter V provides teaching notes and a brief analysis to assist facilitators during classroom discussion. The teaching notes provide learning objectives and questions to generate student discussion.

C. DEFINITION OF CASE STUDIES FOR TEACHING PURPOSES

A case is a statement of the conditions, attitudes, and practices existing in an organization at some point in time. Because a case attempts to present a real-life situation, it is purposefully written in a manner that requires the

rearrangement and interpretation of data. A case also may include some attitudes and opinions which are subject to evaluation and interpretation. More data or less data may be presented than are needed, and the data may or may not be pertinent to the problem posed. In this respect cases simulate the real-world where data are not given a systematic and orderly manner required for solving a problem [Ref. 8]. Thus, the student has the task of ferreting out appropriate and useful information and questions. The cases try to get the student to deal with the relationships which comprise the human elements in the situation and to relate these to theory, organization goals, and other factors presented.

D. PURPOSE OF CASE STUDIES IN A TEACHING ENVIRONMENT

The heart of case method instruction is the education of students in discovering problems and their solutions. Appropriate use of theory, data and management skills are important goals, but the main objective is to handle different types of managerial problems intelligently [Ref. 15]. Under the case study method of instruction, the student is presented with a unique situation and is expected to deal with it. The student is required to think for herself, to project herself into the situation, and to think responsibly with regard to the particular situation and circumstances.

There are no "right answers" in a case study. In cases that involve a large number of considerations and factors there is simply no determinate "solution." Case analysis is

primarily a matter of judgment and interpretation of the situation. The point of a teaching case is to focus on the development of the student's own, independent, maturing judgment, understanding and knowledge [Ref. 12].

The student should strive for diagnosis of the case situation that is based on facts and influenced as little as possible by his personal views. He should also indicate what might have been done, or undone, to help events evolve in desirable directions or to prevent undesirable aspects of the existing situation from developing. While the student is doing this, he is subject to questioning and comment from fellow students and the instructor. The process of working through a case provides an experience which is lasting and deep.

Because of differences in background and differences in the way individuals look at things, no two students will see the same things in a given case. Consequently, no two students will learn exactly the same things from a given case. It is because of all the reasons stated above, the case study method for teaching purposes improves students' capacity to understand and react sensibly and usefully to human situations in an organizational environment.

E. WHY WE USE CASE STUDIES IN A TEACHING ENVIRONMENT

Cases studies help students by giving them practice in developing action skills [Ref. 8].

The following action skills reinforced by cases are:

1. Think Clearly in Complex, Ambiguous Situations
2. Devise Reasonable, Consistent, Creative Action Plans
3. Apply Quantitative Tools
4. Recognize the Significance of Information
5. Determine Vital Missing Information
6. Communicate Orally in Groups
7. Write Clear, Forceful, Convincing Reports
8. Focus on Content of material not how the answer is obtained
9. Apply Personal Values to Organizational Decisions

Why are action skills so important to the individual and organization? In order to become efficient managers or leaders, students must be able to make effective decisions that lead to solving problems in a particular situation. A manager must be able to think on his/her feet, and to react quickly in emergency situations.

Case analysis also helps students learn to design and create their own framework for detecting and solving problems and derive action plans for implementation. In analyzing cases, students learn to ascertain what data or information is useful, redundant or missing. In complex organizations, knowing what quantitative tools to apply and who to go to for information is also significant. Case analysis also requires the student to make decisions in the absence of complete information.

By discussing the case out loud in a classroom environment, students can exercise their communication and debating skills. Being able to express one's ideas and thoughts effectively to others is paramount to succeeding in today's organizational world.

Case teaching also provides an opportunity to develop individual writing skills. The instructor may assign students or teams of students to write reports based on their findings of a case. Writing requires complete and integrated analysis and action planning that goes beyond the verbal discussions in a class setting.

Another action skill focuses on the values each individual brings to the case discussions and to the organization. Each student brings a different perspective on each case. The opinions/ideas expressed by the student are often based on past life experience, ethnic persuasion and education. The different view points and values brought to each case help enlighten not only the other students but the instructor as well. Each case discussion will be unique based on the variety of student perceptions and insights.

Another advantage for using the case study method can be found in the use of qualitative data. Qualitative data are in the form of words, not numbers. Words uniquely describe the scenario and situations encountered by the individual and organization. "Words organized into incidents/stories provide a concrete, vivid, meaningful flavor that often

proves far more convincing to a reader . . . than a page of numbers" [Ref. 19]. Qualitative data are able to expand the imagination and research beyond the flat and stoic data presented by numbers. It delves further into an idea or topic and provides different perspectives and directions of thought.

F. DIFFICULTIES ASSOCIATED WITH CASE STUDIES

When students are introduced to case teaching for the first time they often experience an initial period of dissatisfaction. Listed below are some of the difficulties students find with case teaching [Ref. 8].

First, cases have no right answers. It is not because of the uniqueness of cases that individual perspectives emerge. Instead every individual will perceive each case in a different light due to varying theoretical perspectives, values and assumptions. These multiple interpretations may bring about conflict and friction when trying to develop or introduce new ideas and solutions to case-based problems. Some students also prefer having the answers given to them. They can become frustrated when they find an answer doesn't exist.

Second, case information is ambiguous and contradictory to mirror the situation in organizations when information is often inaccurate or unattainable. Organizational discussions, for example are often made with less than perfect information. It is a rare occurrence when one individual is the sole source

of information for a particular situation. Care must be taken in gathering and sorting information.

Third, issues pertaining to the case may be hidden or obscured. Issues or problems are not often stated up front. Many career and business decision are complex and intricate. It is up to the student to identify the problem.

Fourth, information provided in the case can be redundant and irrelevant. Information does not always present itself in a readable or useable form. One must often make subjective interpretations of the message or data. Data does not always present itself in a neat compact format. At times reams of computer printouts and manuals must be sifted through before obtaining useable information.

Lastly, the instructor or facilitator does not solve the case. The student must rely on her own judgment for problem identification and decisive plans of action. Instructors are to guide and support the discussion by the students.

G. CAUTIONS REGARDING THE CASE STUDY APPROACH

Some opponents of case studies argue that the method of using case studies to teach is inefficient. Instructors and students can stray or wander from the problem at hand. It is up to the instructor to use a firm hand in guiding the class discussion. Students may be uncomfortable with the lack of structure. Students may feel uneasy in that the instructor does not sway or purposefully direct the discussions of the class. Students not used to a free flowing interactive

discussion, may tend to feel overwhelmed by students dominating the discussion.

During discussion of the case, note taking may be difficult. Note taking is an individual preference. Most students are selective in listening and writing, and tend to take notes only on new or difficult to grasp concepts. It is also up to the student to keep up with the pace of discussion and information being put out by the instructor and fellow classmates. The instructor must allow time for other students to catch up and collect their thoughts on paper.

These concerns may be overcome with careful instruction and direct lesson plans. For example, a useful and informative discussion can ensue by providing the students with the case study before class and setting clear learning objectives. And new ideas and differing solutions may be presented by other students during the class discussions.

It is up to the facilitator to keep the students and their discussion on track by adhering to the case objectives. It is also important that facilitators maintain class control. This requires a delicate balance between subtle intervention and free flowing discussion. Good students recognize that they, as well as the instructor, are responsible for the direction and quality of the in-class discussion. In this way, the case discussion simulates real life - the participants are responsible for themselves and the groups with which they interact [Ref. 8].

II. BACKGROUND

A. INTRODUCTION

Before introducing the four cases on career development, some background information in the following areas would be helpful: the general history of women in the Navy; women in naval aviation; General Unrestricted Line Officers (Gen URLs); enlisted women's career opportunities; recruitment and selection tests; and pertinent laws and policies. The recruitment, selection, retention and career development of personnel in the military has become an important issue. Women represent a larger percentage of the military than ever before. Therefore, women will continue to be an integral part of the military, and increasing the retention of women will be crucial. The four cases presented reflect the realities of military life for the female sailor. The cases have been presented to make instructors and students aware of specific circumstances/situations that a female (or any) sailor may encounter as she progresses in her military career.

The following findings and perceptions made by female officers and enlisted personnel in this chapter are based upon information in the Update Report on the Progress of Women in the Navy prepared by the CNO Task Force. Data for this report consisted of (1) group interviews of approximately 1,300 women

and 1,400 men, both officer and enlisted; (2) over 4,073 surveys in conjunction with the CNO Study; (3) the DACOWITS Executive Committee 1990 European Trip Report; (4) Navy Women's Study Group 1990 hotline telephone calls; and (5) briefing provided by OPNAV and NMPC representatives to the 1990 CNO Study Group [Ref. 27:p. II-49].

B. HISTORICAL PERSPECTIVE

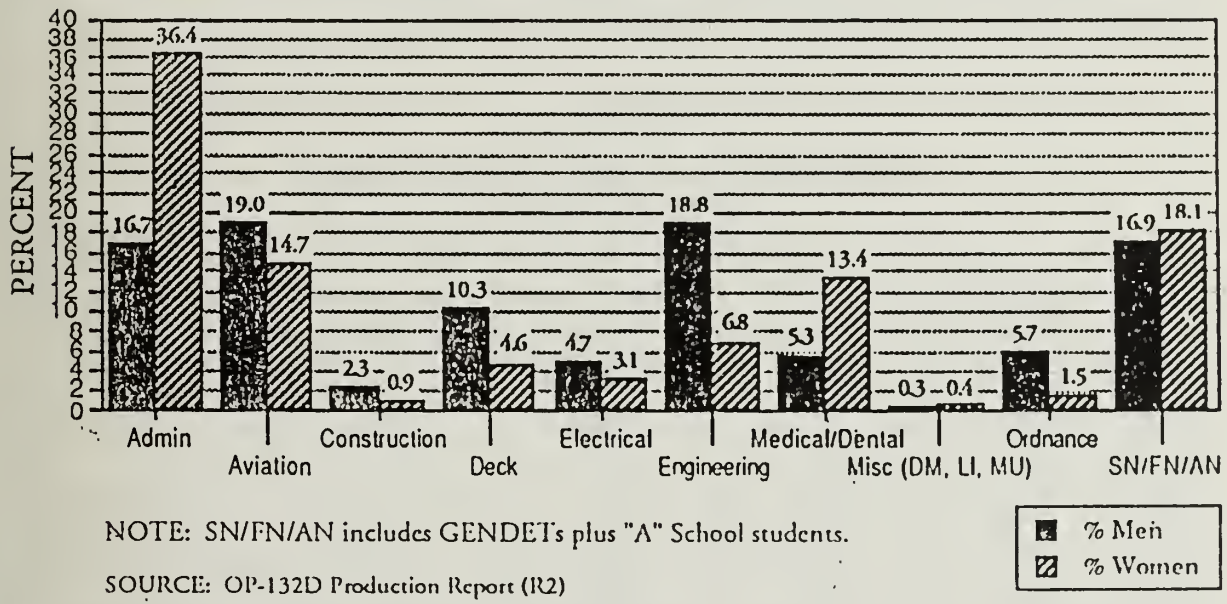
The Navy has traditionally been a male-dominated institution. The old mariner's injunction about women on ships being bad luck is one of the more colorful anecdotes reflecting this male domination. Historically, women were integrated into specific jobs within the Navy only in cases of national emergency. Even this practice is relatively recent, starting in World War I and culminating in 1991 with Desert Storm/ Desert Shield. After the emergency or conflict had passed, women's jobs were realigned, disestablished or filled by males. Whether or not the women who filled these jobs were more qualified or more effective than the men who replaced them did not enter into the decision [Ref. 18].

Since the inception of the all volunteer force in 1973, the distribution of officer and enlisted women has been concentrated at the mid- and lower-paygrade levels, though each year their distribution approached more closely the Navy-wide distribution pattern for men. During the 1970s the Navy enjoyed a steady increase of women, only to be followed by a

leveling off of annual accessions at about 10 percent from 1982 to 1985.

The early 1980s showed that women officers were concentrated in the General Unrestricted Line and Nurse Corps, although significant growth in the warfare communities, Restricted Line, and Staff Corps had commenced in the early 1980's. The majority of enlisted women had elected to enter traditional, shore intensive communities, although with the opening of a number of occupational fields to women, emphasis was placed on bringing more women into non-traditional, male-dominated ratings [Ref. 23].

Figure 1 shows that in FY 90, the percentage of women in the traditional Administrative, Medical/Dental and the SN/FN/AN ratings still remain higher than those for men.



NOTE: SN/FN/AN includes GENDETs plus "A" School students.

SOURCE: OP-132D Production Report (R2)

Figure 1

Percentage Enlisted Distribution by Rating Category FY90

Source: An Update Report on the Progress of Women in the Navy, 1990)

During the decade of the 80's, the Navy underwent dramatic changes increasing the number of deployable ships, material and officers retained. By the late 1980's demographic studies showed that the number of 17 to 21 year old males in the population would continue to decline into the 1990's. This decreasing manpower pool would limit the number of males on which the Navy could draw to man sea going vessels. This demographic shift forced the Navy to change its current policy in order to recruit more qualified women and retain the women already in ranks [Ref. 18].

From 1981 to 1990, the number and percentage of women in the Navy expanded from 39,693 (7.4 percent) to 60,473 (10.1 percent). Table 1 displays the growing percentage of women to total navy end strength from 1981 to 1990.

TABLE 1

PERCENTAGE OF WOMEN TO TOTAL NAVY END STRENGTH

	Total Women Officers	% of Officer Total	Total Enlisted Women	% of Enlisted Total	Total Active Navy Strength
1981	5345	8.1	34348	7.3	534773
1988	6606	9.4	42258	8.4	572006
1981	7379	10.0	47328	9.0	602370
1988	7466	10.0	49239	9.0	607992
1989	7698	10.3	51633	9.7	608335
1990	8004	10.8	52469	10.0	598657

Source: OP-132D Production Report (R3) and (R4)

(Source: An Update Report on the Progress of Women in the Navy, 1990)

The most significant expansion of women's opportunities came in 1988 with the opening of Fleet Air Reconnaissance Squadrons (VQ-1 and VQ-2), oilers, ammunition ships, and combat stores ships within the Combat Logistics Force (CLF). Opening the CLF created a career path to command at sea for women Surface Warfare Officers and enhanced the advancement opportunity of enlisted women who were now better able to develop rating skills in an operational environment.

The opening of CLF ships and VQ squadrons increased officer assignment opportunities by 646 billets and enlisted opportunities by 3,714 billets [Ref. 23].

C. WOMEN IN NAVAL AVIATION

In 1972, women entered naval aviation as pilots and Naval Flight Officers (NFO). In the mid-70's, enlisted women began to serve a larger role in various ground support functions in aviation squadrons, so there was significant growth in the number of enlisted women in the aviation ratings.

The opening of two VQ Squadrons in 1988 enabled the Navy to increase women officer accessions from 30 pilots and 10 NFOs per year in 1987, to 52 pilots and 15 NFOs in each year thereafter. Today there are 164 women pilots and 80 NFOs on active duty. Women aviators are currently serving in rotary and fixed wing, combat logistics support, fleet readiness, training, Antarctic, and oceanographic development squadrons. Women pilots fly a variety of aircraft including helicopters, fixed wing prop aircraft, and jets [Ref. 23]. Figure 2 shows

the increasing growth of in absolute number of women aviators in the Navy. However, the proportion of women has remain stable and in some years has decreased. For example, in the years 1987 through 1990, the percent of women aviators is, 31%, 30%, 27%, and 29% respectively.

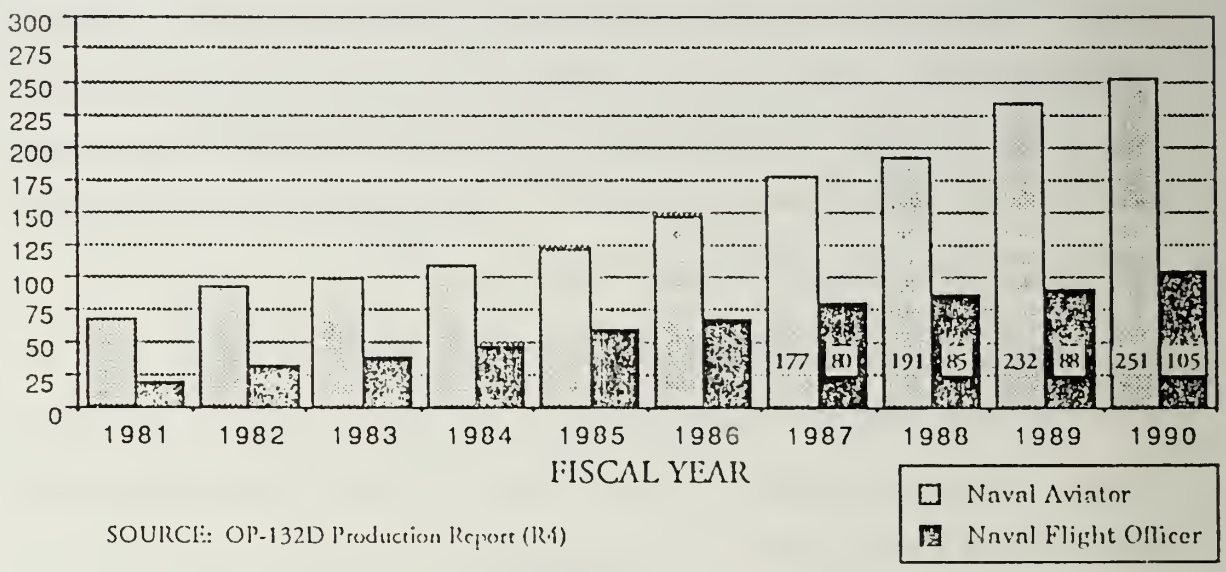


Figure 2

Number of Women Naval Aviators and Naval Flight Officers (Includes Trainees)

(Source: An Update Report on the Progress of Women in the Navy, 1990)

Although the opening of VQ squadrons increased the number of flying billets available and the accession numbers, women aviators are generally dissatisfied with their career opportunities. Concerns flow from perceived differences in career

paths for women and men, no opportunity to serve in a warfare specialty community within aviation, and assignment limitations due to lack of fleet experience [Ref. 27].

D. GENERAL UNRESTRICTED LINE OFFICERS (Gen URLs)

The purpose of the Gen URL community reflects the community's operational/direct fleet support role: "Provide the Navy with a community of officers of proven leadership, shore management and subspecialty expertise who manage the increasingly complex fleet support establishment in directly supporting the Navy's warfighting mission" [Ref. 27:p. I-39].

The Gen URL community remains the largest Navy officer community composed predominately of women (2,557 women/443 men). Approximately one out of every three women officers belongs to the Gen URL community. The community which is predominately (86 percent) female and entirely shore-based, is often misunderstood in this predominately male Navy with its primary mission at sea. Determining just what a Gen URL Officer is qualified to do becomes the greatest obstacle. Compounding this lack of understanding has been the expanding variety of assignments filled by Gen URL officers, resulting from the growth in the size of the community (it quadrupled between 1972 and 1987). Assignments range from Safety Officer to Family Services to Intelligence Officer [Ref. 27].

Unlike other communities, Gen URL owns no specific billets. The majority of the community fills 1000 (general) coded billets, which can be assigned to any Unrestricted Line

officer, although some 36 percent of Gen URL officers are assigned to warfare billets at the request of the warfare sponsors. Policy and detailing practices restrict the assignment of women Gen URL officers. They are routinely not considered for assignment to key personnel policy roles or nominative positions within the Department of Defense [Ref. 27].

Female Gen URL officers frequently voice concern that billets to which they are assigned are not career enhancing. They do not provide a logical well-defined progression from department head to commanding officer in either subspecialty or shore management area. This perspective is fueled by current personnel practices requiring Gen URL detailers to fill billets that are not related to the community mission or to an identifiable career progression for junior officers [Ref. 27]. Routinely Gen URL Officers are called upon to perform in jobs for which they have no previous experience or training.

Although substantial progress has been made in expanding career opportunities in other specialty areas, Gen URL officers continue to perceive that their career path is not well defined and that there is need for increased career guidance, both in written and in personal counseling [Ref. 27]. Gen URLs perceive that senior women in the community are not visible or readily accessible for career guidance, thus a

lack of role models or mentors are available for advice and guidance [Ref. 27].

Many Gen URLs report that they have had difficulty obtaining career guidance. They cite problems in reaching detailers by telephone, and concern that detailers did not have enough time to provide adequate career information and counseling. Gen URLs stated that they relied on detailers for counseling because they felt that their CO/XOs (mostly warfare officers) were not interested in counseling them or lacked the knowledge about the Gen URL community and its career pattern [Ref. 27].

E. ENLISTED WOMEN'S CAREER OPPORTUNITIES

Now that we have looked at opportunities for female junior officers, it is now important to get a feel for the other end of the spectrum, the entry level, from the view of the enlisted women. The Navy has made significant progress in the past three years toward resolving a number of problems associated with enlisted women's career opportunities. Problems such as the lack of advancement opportunities, blocking of entry into sea-intensive ratings and the integration of more women in sea/shore rotation have been addressed and amended in support of enlisted women. Since restrictions based on law and policy continue, full employment of enlisted women in available non-traditional or sea-intensive ratings is essential. Entry into these ratings and career development in general are hampered because career advice is either absent, delayed, or inconsistent [Ref. 27:p. ES-5].

If enlisted women are to maximize their assignment and promotion opportunities, their representation in sea intensive ratings must increase for three reasons: (1) growth in available billets has been largely in the sea-intensive fields; (2) sea-intensive ratings have historically had greater advancement opportunity for both men and women; and (3) overpopulation of women in some of the shore-intensive ratings has in the past had an adverse impact on sea/shore rotation for men which, when not corrected, requires advancement limits to be set for women [Ref. 27]. Because of closed opportunities and lack of billets available in the past most women do not request assignment to sea intensive ratings. Detailers must be able to choose the best person qualified for the assignment. This often means the detailer might have to choose between a male with sea going experience and a female who does not have any ship board experience.

New issues of concern to enlisted women have emerged, namely the lack of specialized training, individual counseling, a shortage of challenging assignments, and low shipboard manning levels of female chief petty officers. The Navy is continuing to address these problems with guidance from: Professional Development Boards, which are to assist members in career planning and advancement; detailers, who will track the availability of sea-intensive job openings for women; and training school managers to develop new measures for preparing women for sea-intensive jobs.

F. RECRUITMENT AND SELECTION TESTS

As previously stated, women play an integral part in supporting the Navy's sea going fleet. The following information on test scores and education levels show that women in today's Navy, both enlisted and officer, are more educated and of higher placement category than their male counterparts.

The Armed Services Vocational Aptitude Battery (ASVAB) and Armed Forces Qualification Test (AFQT)

In January 1976, all Services began using the Armed Services Vocational Aptitude Battery (ASVAB) as the single test for selection into the Service and for job assignment. The ASVAB consists of ten subtests (i.e., General Information, General Science, Automotive/Shop Information, etc.). Eligibility to enlist is determined by the applicant's composite score on three of the subtests: Arithmetic Reasoning, Word Knowledge, and Space Perception. This composite is called the Armed Forces Qualification Test (AFQT).

In conjunction with the AFQT, each Services uses aptitude composites, various combinations of the subtests, to determine not only enlistment eligibility but eligibility for training in a specific skill.

Currently, the Armed Forces use the ASVAB and AFQT as a measure of general trainability, a reliable index of basic verbal and numerical skills used to screen out applicants for military service who function at the lowest ability levels.

The AFQT is divided into five categories: Category I, scores 93-100%; Category II, scores 65-92%; Category IIIA, 50-62%; Category IIIB, scores 31-49%; Category V, 1-30%. Although, the AFQT categories have no intrinsic meaning in terms of expected performance in the military, over the years senior military leaders have learned the kinds of performance to expect from people in each category. Category I includes the top seven percent of the youth population, those who are most readily trained to perform the most complex tasks or job assignments. At the other end of the spectrum is Category V, representing the most difficult and most expensive to train from a time and cost perspective.

As Table 2 shows, a high percent of women recruits (applicants) continue to score in the upper Mental Group, Categories I, II, IIIA (scores 50-100%), making them the least costly to train in the more complex jobs. This table also shows that the quality of women recruits, as described by education level (high school graduate) and AFQT score, has remained high since 1981, surpassing males every year.

G. LAWS AND POLICIES

From the time women were first accepted for naval service, a number of Navy policies have been established that relate specifically to women and their assimilation into the work force. The need for separate policies is dictated by statutory restrictions on the assignment of women as well as the female's unique condition such as pregnancy. These policies

TABLE 2

COMPARISON OF FEMALE AND MALE ACCESSION QUALITY

		Percent					Percent	
		Female	Male				Female	Male
1983	Upper Mental Group	56.9	55.5		1986	Upper Mental Group	62.5	59.8
	HS Diploma Graduate	92.8	73.7			HS Diploma Graduate	96.8	84.0
1982	Upper Mental Group	60.3	56.2		1987	Upper Mental Group	70.6	60.6
	HS Diploma Graduate	93.4	77.0			HS Diploma Graduate	99.4	89.7
1983	Upper Mental Group	62.2	61.5		1988	Upper Mental Group	66.1	60.3
	HS Diploma Graduate	99.9	90.0			HS Diploma Graduate	99.9	89.5
1984	Upper Mental Group	61.7	60.4		1989	Upper Mental Group	62.6	57.4
	HS Diploma Graduate	99.5	92.3			HS Diploma Graduate	100.0	88.6
1985	Upper Mental Group	62.2	61.3		1990	Upper Mental Group	69.5	62.2
	HS Diploma Graduate	96.7	88.0			HS Diploma Graduate	100.0	91.0

Source: OP-132F

(Source: An Update Report on the Progress of Women in the Navy, 1990)

have been periodically revised as legal restrictions have changed, women's capabilities have become better recognized, and social views have evolved. As women continue to comprise an increasing proportion of the career Navy force, they have continued to attain greater seniority and fill an even broader range of assignment and non-traditional roles within the constraints of the Combat Exclusion Law, Title 10, United States Code, Sec 6015. In summary, "Women may not be assigned to duty on vessels or in aircraft that are engaged in combat missions nor may they be assigned to other than temporary duty on vessels of the Navy except hospital ships, transports, and

vessels of similar classification not expected to be assigned to combat missions."

In 1988, based on a recommendation from the DOD Task Force on Women in the Military, DOD adopted a "risk rule" to aid in standardizing service policies in regard to the assignment of women. The DOD risk rule states:

> Risk of direct combat, exposure to fire, or capture are proper criteria for closing noncombat positions or units to women, when the type, degree, and duration of such risks are equal to or greater than the combat units with which they are associated within a given theater of operations. If the risk of noncombatant units or positions is less than comparable to land, air, or sea combat units with which they are associated, then they should be open to women. [Ref. 27:p. I-4]

The 1988 Task Force also recommended that the Secretary of Defense assure the military departments that, in order to maintain and protect readiness levels, women would remain in their positions in the event of mobilization or national emergency. In 1990 the Navy promulgated the following policy which states that "women will be assigned duties which they can fulfill in both peacetime and wartime situations. Women will continue to serve in their assigned billets in the event of mobilization or national emergency." [Ref. 27:p. I-4]

The impact of all these policies has been illustrated most recently during the implementation of Operation Desert Shield/ Storm, for which women deployed with their assigned units or remained overseas, demonstrating not only the Navy had assigned women properly under the law and DOD policy, but also

that women are considered unit members essential to mission accomplishment [Ref. 27:p. I-5].

There have been many changes in policy, society's perception, and size of the military force in past few years. New legislation has been introduced in Congress to amend Title 10, United States Code, Sec 6015, to include women in combatant roles. There is no doubt that this new legislation could broaden women's assignment opportunities. The law profoundly influences both the acceptance and the quality of treatment to women since they are perceived to be distanced from the heart of the organization and its primary sea-going mission.

Policies other than combat related have also been amended. Some of those policies pertain to more time away from duty for pregnancy, new avenues for help in sexual harassment, sexual assault and rape cases, the assignment of single parents (male and female), a no-nonsense approach to eliminating fraternization and improved quality of life in regards to child care, morale, welfare and recreation and exchange privileges.

H. TODAY'S NAVY

The 1990's have ushered in a changing more flexible society willing to accept an increase in the role of women in the military. With the persistence of many committees such as, the Defense Advisory Committee for Women in the Service (DACOWITS) and OP-01W, women's roles in the military continue to be scrutinized and reviewed.

Given current statutory and regulatory restrictions on the assignment of women, pending force reductions will make more difficult the maintenance of realistic career opportunities for Navy women officers in warfare communities and for all enlisted women. This will be due impart to the increase of competition, between men and women, for senior command and department head jobs. Policy changes, enhanced access to skill training, and quality of life improvements are necessary to continue the expansion of women's numbers and utilization.

With the introduction of women on CLF ships and VQ squadrons the Navy has moved one step closer to developing viable career opportunities for both officer and enlisted women. The assignment of women to VQ aircrew positions is making slow but steady progress.

The Navy has achieved some success toward meeting women's career needs: (1) Navy women are continuing to succeed in all environments at sea and ashore; (2) institutional policies are slowly becoming compatible with the increasing numbers of women and their shift to long term career service and success; and (3) there are clear indications of a need for heightened attention to Total Quality Leadership that maximizes the contributions of all members of the Navy team, regardless of gender or minority status [Ref. 27:p. I-2].

III. CASES

A. INTRODUCTION

The four case studies presented below provide professors and naval facilitators course materials pertaining to career development issues in the navy. The cases are to be used for classroom discussion, in conjunction with the teaching notes provided in the next chapter. The first case focuses on the recruitment, selection and initial basic training experiences of a female recruit. Case study two concentrates on the first duty station and the career development of enlisted women. The third case focuses on initial officer training. And finally in case study four, we follow our newly appointed female officer through job choice and retention dilemmas.

B. CASE ONE - A RECRUITER'S DILEMMA

1. Background

Ever since she was a little girl living on the plains of a Nebraska wheat farm, Marylou could envision herself in the cockpit of a jet soaring high above the clouds at mach speed. Now here she was seventeen years old, a straight B student in the college preparatory program, captain of cheerleaders, an active member of Junior Achievement beginning her senior year of high school.

Every summer for the past ten years, Marylou and her family traveled to Omaha to see airshows that included daring

displays of precision and acrobatics of men maneuvering the best aircraft the Air Force and Navy could offer. After seeing the impressive display of the Navy's Blue Angels last month, Marylou knew in her heart that her final goal in life was to be a navy jet pilot. Marylou had talked with several of the pilots at the airshows and knew that in order to be a pilot she would need to get a college degree. But she had one big problem. Her family came from modest means and would still have five mouths to feed even after she left home. How could she possibly afford a college education?

Marylou was in a state of confusion. There was pressure from her mother to settle down and get married after graduation. There were questions whether she should she stay and work on the farm, get a part time job downtown, or pursue her dream of flying high above the clouds.

Marylou could turn to one person for help - her confidante since kindergarten, Lizbeth. Lizbeth lived on the cattle farm just on the outskirts of the county. Her father had invested well in the stock market and made sure his family wanted for nothing. Being an only child, Lizbeth's parents doted on her every whim. Her life was already planned for her. After graduation she would be sent back east to attend a very expensive and prestigious girl's college for her formal education. In fact, however, she was going back east to find a suitable mate. Her liberal arts education would give her the necessary knowledge to assist her spouse in climbing the

corporate ladder of success, and of course, the ability to entertain in only the best circles.

Lizbeth encouraged Marylou to get out of this dust bowl called Nebraska. The only way to be a pilot was for Marylou to leave the farm and head for the bright lights of the big city. With that thought in mind Marylou would approach her parents after dinner tomorrow night.

2. Guidance Counselor

After talking it over with her parents, and weighing the pros and cons of leaving Nebraska, Marylou's father suggested she talk to her guidance counselor at school. On Monday morning immediately after her first period class, Marylou got permission to see her guidance counselor Mr. Sousa.

Mr. Sousa had known Marylou and her family all his life. He knew how much the family had struggled during the hard economic times just to keep the family farm from going under. After reviewing all of Marylou's grades for the past three years, Mr. Sousa was not optimistic. Based on her mediocre grades, any local or national scholarships were out. Her father made just enough money (on paper) for her to become ineligible for grants. The best guidance that Mr. Sousa could offer was, based on her bubbling personality and congenial manner, that Marylou apply to the local community college and take secretarial skills training. In fact, if Marylou did get

her certificate in secretarial training he would be able to get her a job at his brothers' insurance company downtown.

Marylou left the counselors office disheartened but more determined than ever to get to college. There had to be a way.

As Marylou walked toward the bus stop to go home, she had to pass through the center of town, past Frank's barber shop, the Hensen's bakery, the shopping mall, consisting of ten new stores, the post office and the Armed Forces Recruiting Center. Marylou had often seen advertisements and commercials for the military on television and in magazines, but never though of herself as a soldier or a sailor. If fact, it was just last year during career week that all the recruiters presented a display in the school auditorium. Marylou recalled that the men were dressed impeccably and that the slide show of soldiers in action was quite impressive. But something just had not seemed right. Now she remembered. There were no women recruiters at the assembly nor were there any women shown in the slide presentation. After the presentation some of the boys had gone up to the recruiters and asked questions about recruit training and if they really did have to get their heads shaved. Regrettably, there was no one there for Marylou to ask what it was like for women in boot camp or how they were treated in the field. Before she knew it though, Marylou was reaching for the door knob of the recruiters office. She had nothing to lose.

3. First Meeting With Recruiter

As Marylou opened the door, all eyes turned towards her. As luck would have it, the first person to approach Marylou was the Navy recruiter, Petty Officer First Class (PO1) Palmer, an impressive individual in his white starched uniform with numerous decorations adorning his shirt. After obtaining some general background information on Marylou (See Appendix B), the recruiter sat back in his chair. Marylou explained to PO1 Palmer her dream of becoming a pilot, and was wondering if the Navy had any programs in helping her achieve that goal.

Palmer explained that the first step to becoming a naval pilot or sailor was to graduate from high school. Due to current policy and future manpower cuts throughout the entire Navy, women who did not have a high school diploma would not be considered as potential recruits.

Marylou explain that she was in no danger of not graduating. She had always been a good student and did not intend to drop out during her senior year. Besides, her father would kill her.

Palmer thought to himself, "If Marylou was serious about becoming a pilot, she would need a college degree. Only after receiving a degree could she then apply to Aviation Officer Candidate School (AOCS), the Navy training center for all pilots." After reviewing her academic grades, Palmer told

Marylou that a four year Naval Reserve Officer Training Corps (NROTC) scholarship was out of the question.

This first assessment made Palmer anxious. Last week Palmer and his recruiting staff had received a "nasty gram" from the commander of the recruiting district (See Appendix C). His sector had not met quotas for the year. Unfortunately for Palmer he was coming up on his yearly evaluation. This letter would not look good against his record. Thinking to himself, "All I need is two recruits to make my quota for this month. If I get Marylou and one more, my chances of getting promoted would surely increase." He was determined to get Marylou to sign on the dotted line.

So, in a confident voice, Palmer expressed his sentiments to Marylou. "Right now there are some enlisted to officer programs, such as the Enlisted Commissioning Program and the Limited Duty Officer Program, but none directly related to aviation. There is always a possibility that things could change in the next four years, and who knows if more women get interested in the aviation field, new programs may be developed."

4. What Makes a Good Recruit?

After going through the billet availability printout for the upcoming year, Palmer realized that no aviation billets would be available until the following year. The only occupational specialties available in the time frame Marylou wanted to enter were in the administrative field.

Before Marylou could even be considered for any occupational field, she would have to take the Armed Services Vocational Aptitude Battery (ASVAB) test. The test was given once every two months in the high school gymnasium to any high school junior or senior. It was just Marylou's luck that the test was scheduled for the day after tomorrow. Because just a handful of people took the test, Marylou and Palmer would know the results by the end of the week.

The ASVAB tests identify what occupational fields potential recruits might be qualified for. Palmer knew that even if Marylou qualified, the few openings that did present themselves in the technical and aviation career fields would be saved to entice the best male recruits. Besides most technical and aviation ratings were sea intensive/combat designated, and excluded women from entering the field ratings.

This arrangement was as it should be. After all, as Palmer and his fellow recruiters often discussed after hours at the Club, females already took up enough jobs at shore stations. Besides, it wasn't just Marylou who couldn't get into the aviation field. No openings were available at all for the next year, for anyone.

5. Selling the Navy

Palmer was not going to give up. He explained to Marylou about the sagging economy and the high unemployment statistics in the local area. Her told her to envision her

future if she did what Mr. Sousa suggested. Where would she be five years from now, in ten, and in fifteen? Would she consider enlisting now with the possibility of becoming a pilot later? Palmer went to a stack of brochures, pulled out several and placed them in front of Marylou. There were several possible enlisted to officer career programs available if Marylou enlisted now. One drawback was that none of them offered a direct path to AOCS. That was a minor problem explained Palmer, "Once you're commissioned, you can do what ever you want."

Marylou realized that the only way to improve her chances of becoming a pilot was to take advantage of what the military had to offer. The chance to get out of Nebraska, tuition assistance, a steady paycheck and the chance to meet other people finally confirmed her decision to enlist in the Navy. But before signing anything, Marylou needed to discuss this with her parents. Marylou's mother was hesitant about the possibility that her little girl might go to war and live in strange far away places. Her father finally realized Marylou was serious about leaving Nebraska and the family farm. He was more concerned about hiring another farm hand than losing a daughter in war. After discussing it at dinner that night with the entire family present, Marylou's parents agreed with their daughter's decision to enlist in the Navy.

6. Finding Marylou a Job

At the end of the week Marylou went back to the recruiter's office. The results of the ASVAB test were in (See Appendix D). Palmer quickly went over the different scores for each subtest. Marylou had scored high in the arithmetic and decoding sections, and had scored average on the other sections. Overall, Marylou was qualified for many occupational fields, including some in aviation and technical ratings.

Palmer reviewed his manning documents for the upcoming year. Still no sign of vacancies in the aviation field; the only job field open was administrative. Marylou had a slim range of occupational specialties to choose from: yeoman, basic secretarial and office skills; postal clerk, distributing and sorting of station mail system; and mess specialist, the cooking and the preparation of meals. Based on her personality and extracurricular activities, Palmer recommended she choose the yeoman field. Marylou agreed, but conceded this was the best of the worst alternatives given. Palmer also reminded Marylou that should she get out of the Navy after her first four year commitment, she would always have her yeoman training to fall back on.

7. Paperwork

Palmer began to draw out a mountain of paperwork to be signed. After briefly describing each document, he would point to the place where Marylou should sign. It seemed to

Marylou that Palmer was in a hurry, shuffling quickly from one document to another. Finally after one hour, the paperwork was signed.

8. Boot Camp Reality Check

After high school graduation Marylou headed to the Recruit Training Command (RTC), Orlando, Florida for basic training. Palmer, hearing how difficult it is for women to get through boot camp, reminded her to be physically and emotionally ready for thirteen weeks of orientation. Palmer assured Marylou that once she completed boot camp and reported to her first duty station, there would be many opportunities for her to change her occupational specialty.

Just as fast as she could, Marylou called Lizbeth to break the good news. Lizbeth never being one for physically demanding tasks, couldn't believe her ears. How could she even think of wallowing around in the mud and playing with guns? Marylou explained that without financial backing, this was her only way out. Just imagine being on a ship, visiting a different exotic port everyday, doing a challenging and rewarding job. All Lizbeth could think of was how nice the navy uniforms would look compared to the army or air forces.

That June Marylou graduated from high school with a B plus average, numerous letters of accomplishment, as well as several nonmonetary awards. Lizbeth and Marylou vowed to keep in touch with each other, no matter where they were. At the end of June, Marylou boarded a bus to Omaha to catch her plane

to Orlando, Florida. After a tearful good by with her family and friends, Marylou was finally on her way.

Boot camp was an eye opener to say the least. Upon arrival to RTC the males were immediately separated from the females. The company commanders, two senior female petty officers, warned the new females recruits not look at, talk to or acknowledge the presence of males. Demerits would be issued if you were caught doing any of these "crimes." A collection of demerits promised at least two hours of additional physical training during study time.

9. Daily Routine

The first three days of boot camp consisted of signing more paperwork, medical record updates and getting an initial issue of uniforms. Trying to get eighty women fitted for anything is a major undertaking. Between size fluctuations and the obvious differences in anatomy, not to mention the difficulty of undressing in front of seventy nine other women, the process took three hours. When items in one size ran out, the next larger size was substituted. Poor Marylou being at the back of the line didn't get the right size in anything. If only her mother could see her now. She'd think Marylou had just come off the potato truck.

Once the initial orientation phase was completed the company of eighty new found comrades was on its way. The daily routine consisted of physical training, academics and military traditions (See Appendix E). Every morning at four

o'clock sharp all recruits would assemble for physical fitness training, men and women in separate areas of the field. Marylou began to notice that the physical requirements for women differed from those for men. Men ran farther, did a different style of pushups, and had less time allotted for the completion of the entire test. Also, the men were allowed extra time in the gym or pool after evening chow in order to improve their fitness scores.

Physical fitness training was then followed by eight hours of classroom instruction. Males and females were separated into different classrooms. The afternoon was broken up by twenty minutes for lunch. Even at the galley, females and males were placed in separate areas. And at church on Sunday, males and females were placed in designated pews.

After evening chow, the company would return to the barracks for clean up (barracks and personal), studying time and letter writing. Marylou enjoyed this time the best. She had never been away from home before and realized she actually enjoyed being away from the farm, no matter what she had to endure.

The rigors of boot camp took its toll on Marylou. Although she had always been physically active, this was a totally new exercise regime. Twice she ended up at sick call for sprained ligaments. At one point Marylou had developed a severe case of strep throat and had to be put on bed rest for two days. The class work was not overly taxing but did

require an enormous amount of memorization of terms Marylou had never heard of before. The most emotionally demanding part of boot camp was the continual hurry up and wait mentality of everyone in charge. Whether cleaning, going to chow, or to get shots, recruits were expected to run everywhere. Most of the women in her company found this to be the most difficult part of training.

10. Yeoman "A" School

Despite minor physical set backs, her progress through boot camp was outstanding. Her company commanders praised her performance and leadership skills by awarding her with an advance promotion to Seaman (E-3). After graduation from boot camp, Marylou would head to Yeoman "A" school located in Meridian, Mississippi.

Marylou along with five other women from her company arrived in Meridian approximately twelve hours after graduation from boot camp. The training cycle was scheduled to start on Monday morning, only one day away. Marylou and her compadres quickly found the billeting office and arranged to be suite mates during their stay in Meridian. Yeoman "A" school was going to be a breeze compared to boot camp. They actually could sleep until six o'clock, and had no physical fitness training. And the best part was that they could talk to men. (In Marylou's class of thirty, for example, there was only one male). But Meridian was not only where yeoman were

training. There were also ten other rating specialties where males would be in greater attendance.

Yeoman "A" school is a self-paced curriculum. The faster one progresses through the course, the faster one gets out of Meridian. The course was originally designed for completion in eight weeks. After some careful analysis, the training center figured out that average completion rate for the past year was actually five weeks. Tests were based on typing, knowledge of navy correspondence and general office skills. It should also be noted that until recently, the yeoman rating was comprised mostly of men. In fact it was an oddity to see more than two men in the classroom at any one time.

Marylou was a quick study. She was able to master 75 words per minute typing and scored in the high nineties on all written exams. Here too, Marylou was recognized for her accomplishments. She was awarded an instant promotion to petty officer third class (E-4) for her exemplary display of the yeoman rating. At the time all outstanding female graduates of the yeoman "A" school were awarded staff duty in Washington, DC. Detailers explained to the graduates that only the best sailors, both academically and physically, got stationed in DC, and that they should be proud of this assignment.

C. CASE TWO - ASSIGNMENT TO DC -- A REWARD OR PUNISHMENT?

1. First Duty Station

After a long flight from Meridian on Friday night, Marylou was met at the airport by Seaman Kathi Slacker. Slacker assisted Marylou in checking into the quarterdeck, enlisted billeting, and gave her the standard welcome aboard package. The standard package included road maps of Virginia, a bus schedule, coupons to several restaurants and a map of the Pentagon. Kathi lived in the room next to Marylou, and would come by Monday morning to take her to the Personnel Support Detachment (PSD) to complete her check in. Kathi also apologized to Marylou. She had just found out on Friday that she was assigned to be Marylou's sponsor, but unfortunately had already made plans to be out of town for the weekend.

All Marylou knew about her new assignment was that it was a staff job and it would involve working for highly visible senior officers in the Pentagon. This meant that her new job would have plenty of interaction with high ranking officers and a wide range of responsibilities.

What the detailers failed to mention, however, was the high cost of living in the DC area, long commuting times and extraordinarily long working hours. Enlisted personnel often found themselves in dire financial straits while stationed in the DC area if they weren't careful about finding a place to live.

The enlisted quarters were like a ghost town on the weekend. Anyone who didn't have duty left town. Since Marylou had no transportation to get around or off the base, she spent the entire weekend getting settled into her new room, watching television and going to the galley for meals. Marylou was eager to get to work.

2. First Impressions

Kathi picked up Marylou bright and early Monday and took her through the maze of hallways and stairways to what was to be her new office, Secretariat for the Chief of Naval Operations (OP-003S). You couldn't get in any higher or more visible office that this! After being quickly introduced to the others in the office, Marylou sat down with her Leading Chief Petty Officer (LCPO) Chief Turello to go over what was expected of her and how she fit into the chain of command (See Appendix F).

The Chief detailed Marylou's responsibilities which included but were not limited to: basic yeoman tasks of typing, filing, answering the phone, scheduling appointments, proofreading all correspondence, keeping track of due dates for action items, and standing port and starboard watch with the other petty officers. Her duties also included those tasks indirectly related to the yeoman rating of retrieving lunch for the Captain, making coffee when needed, serving and set up of reception for visitors and guests, driving senior

officers and guests, and making travel arrangements for official and unofficial business.

Marylou's head was swimming. She asked her LCPO if there would be any time in her schedule to take night classes at the University of Maryland. The chief shook his head in dismay, commenting that the only way he could foresee taking classes was if they were at night and did not interfere with the watch schedule.

After a few weeks of getting into the groove she was able to workout an arrangement with the other petty officers to enable her to take a one evening class a semester at the university. If timed right, by the end of her four-year tour in DC, Marylou would have acquired enough credits to be awarded an Associates Degree in General Business.

3. Performance Appraisals

Marylou got along well with her office mates. All the petty officers and seamen would get together on the weekends and go out to dinner or to a movie. Marylou was often the instigator in arranging birthday parties, showers or retirements for people in office.

The admiral often stated that he would be lost without his "girl friday." Visitors to the office would often comment on how courteous and helpful Marylou was in making their trip successful. For the past four years, words that appeared on her yearly evaluations included "responsible", "reliable", "well organized", "determined", "gracious", "tactful", and

"competent." The closing and most important paragraph on her evaluations consistently recommended her for future staff duty and officer programs. No other petty officer in her division received such accolades (See Appendix G).

At the end of each performance period Chief Turello would go over the evaluation with each individual before they signed and forwarded it to their official record. Marylou was pleased with her evaluations, and would remind Chief Turello of her dream of becoming a naval pilot.

Throughout her four year staff assignment, Marylou was recognized with numerous letters of appreciation and a Navy Achievement Medal. At the end of her third year, Marylou felt disenchanted with the Navy, due to a lack of progress toward being no where near her goal of becoming a pilot. Marylou felt it was time to take action. That afternoon she approached Chief Turello for direction.

4. Guidance and Counseling

On Friday, the Chief set aside an entire afternoon to go through a stack of training manuals with Marylou. After two hours, the Chief found one program that Marylou might be qualified for, the Enlisted Commissioning Program (ECP).

ECP provides a full time opportunity for the completion of a Baccalaureate Degree in thirty months, leading to an appointment in the Unrestricted Line of the Navy as an Ensign. Since Marylou had received her associates degree from the University of Maryland, she would be given twenty four months

to complete the requirements for a baccalaureate degree. She would also be required to commit four more years of active duty service to the Navy.

Marylou did some quick figuring. Four years enlisted time, plus two years at college, plus four years additional commitment. Was she ready to make such a commitment? Was becoming a pilot worth it? By the time all the figures were added, she couldn't get out of her contract until she was 28 years old.

The next question was, would she be able to get all the application blocks checked before the deadline next month? Some of those blocks would be harder than others. Being on staff duty would give Marylou an edge in obtaining recommendations from high ranking officers. She had received the required amount of undergraduate credits from the university and passed all her physical readiness test with outstanding, all 4.0 evaluations. She had the correct amount of time in service (5 years) and was due to rotate in the next six months. The application paperwork was tremendous. Marylou was determined to become a pilot, she would go through anything to get accepted into the program. The only draw back to ECP was that it didn't allow for an aviation career path.

"No need to worry", advised Chief Turello, "Once you're in the officer system, request acceptance into AOCS. By then the Navy would have no reason not to accept you."

D. CASE THREE - ONE STEP CLOSER

1. Initial Officer Training

Six long months later, Marylou received notification of her acceptance into the ECP program. She would be starting school in September at the University of New Mexico (UNM), in the School of Business. New Mexico had been one of Marylou's six choices of colleges on her ECP application. Although not her first choice, she was excited about going some place new and warm. Before reporting to New Mexico, Marylou would be sent to the Naval Science Institute (NSI) in Rhode Island for two months of maritime classes and physical training.

2. Naval Science Institute

NSI's mission was to assist students who receive a two year NROTC scholarship at the end of their sophomore year of college to get caught up academically and physically with their junior classmates in the fall semester. This also included ECP participants who were required to go to NSI before attending their respective universities.

Just what Marylou needed, more physical training. When Marylou arrived at NSI she was greeted by Gunnery Sergeant (GySgt) Striker. After spending the past four years sitting behind a desk and sheltered from the physical regime of the military world, Marylou approached NSI with caution. At 25 years old, could she be expected to perform at the same level academically and physically as someone 20 years old and still in college? Out of the 250 sailors attending NSI, only

20 were females. Including Marylou, only ten of the females at NSI were ECPers.

3. More Physical Fitness

To Marylou, NSI seemed to be a graduate level boot camp. In Striker's company physical fitness took top priority. Not only did it include the 1.5 mile run, pushups and situps as in boot camp, but an extensive obstacle course, lengthy formation runs (3 or more miles) and intensive morning calesthetics. By the end of the third week, five of the women (three from Marylou's company) were on crutches and two had dropped on request, leaving a lucky thirteen pressing forward. The men's "stats" weren't any better: 5 men (three from Marylou's company) were disabled, with fifteen dropping on request.

Like most of the women, Marylou faced problems on the obstacle course, in particular the wall. Marylou had received numerous cuts and bruises from many of the obstacles on the course for which she had to seek medical attention. The wall posed more than just a physical challenge. Every night before bed check, and when allowed to, Marylou would call home crying. It was an emotional and physically trying time for her. She often questioned herself and her determination in completing this phase of training. Never in her life had she experienced such an upheaval of emotions.

Striker was there constantly egging her on. Usually, after completing morning physical fitness, Marylou was wiped

out for the rest of the day and would have a hard time concentrating on classroom lectures.

4. Academic Training

The classroom lectures consisted of eight hours of long and tedious lectures. Subjects ranged from naval history and traditions, to engineering, to weapons and ship maneuvering. Most of the ECP women attending NSI had come from administrative jobs and females from ROTCs were mostly business and english majors. Marylou, along with the other nontechnical women, were struggling to get through the engineering and weapons classes. Most nights were spent in study huddles under the tutelage of the male section leader, going over and over new technical concepts and terminology.

It was in engineering that Marylou encountered her first failing grade. Standard procedure was that anyone failing in a class would be denied liberty privileges for the upcoming weekend. The students who remained behind on the weekend were sent to supervised study rooms. So instead of going to the beach or into town with her buddies, Marylou would spend her weekend reviewing the intricacies of engineering. The only breaks allowed would be for meals and physical fitness. It was just Marylou's luck. This weekend's study was supervised by GySgt Striker. Striker's idea of supervised study consisted of one hour of book studying coupled with seven hours of physical fitness and drilling.

At the end of the weekend Marylou's self esteem and confidence was at an all time low. Several times she considered dropping out of the program and returning to the fleet as a petty officer. Discouraged, she turned to the base chaplain's office. For the first time in six weeks, Marylou felt safe and relaxed. It was a time for Marylou to vent all of her emotions and frustrations. Why not? She had nothing to lose. The chaplain couldn't make her do pushups or take away her liberty privileges.

The chaplain was a patient man and listened to Marylou's concerns. He was also able to assist Marylou and remind her of why she was here in the first place. Did she forget her dreams and goals of becoming a navy pilot? Was she a quitter? Could she be happy going back to the fleet being a yeoman? Marylou knew the chaplain was right. In the past Marylou had always counted on her mother and Lizbeth for pep talks in order to get through the tough times at school or at home. In two weeks all this would be behind her. She could endure anything for two weeks.

5. The Final Stretch

To receive a passing grade at NSI, one must complete academic core requirements and of course pass the final fitness test. Marylou knew that if she didn't pass either section, it would be back to the fleet and typing for the rest of her naval career.

During the next seven days Marylou studied diligently every night. The hard work paid off. In the last week of training, Marylou passed all her final exams, including engineering. It was a relief to have the academic section of her training completed and out of the way.

Then, on the last weekend before graduation, instead of going on liberty, Marylou practiced getting through the final obstacle course. On the last day of the final fitness test, with Sgt Striker watching, Marylou was able to get over the wall on her own and give her best course time ever. Graduation was finally in sight.

After the graduation ceremony, GySgt Striker approached Marylou, shook her hand and said, "I knew all along you could do it, you just needed a little more attention than the others." As Marylou shook his hand, she was relieved to know she would never meet up with him again.

6. Go West Young Woman

Two days after graduation Marylou was on her way to New Mexico. The fall semester was due to start in two weeks and Marylou was not even registered for classes. Fortunately, while at NSI Marylou received a generous welcome aboard package from the ROTC unit. The package contained information about the school, classes, inexpensive hotels and apartment rentals in the area. Since Marylou did not get a chance to call ahead to the unit to let them know when she was coming, no one was there to pick her up. Tired and hungry she picked

a hotel out of the list provided in the welcome aboard, and hailed a taxi.

7. NROTC At UNM

One of the conditions of the ECP program was that students were required to check in with the Executive Officer of the NROTC unit on campus once a week. This wasn't difficult since each semester you were required to sign up for naval instruction and drill. The naval curriculum also was organized so that each semester you would be taking a naval science course. The first two semesters would be a continuance of the classes taught at NSI, consisting of ship maneuvering and navigational training. During your senior year, the last two requirements were navy orientation and leadership skills training. The last two courses, taught by the executive officer Commander Nielsen, were designed to get the young college student in the correct frame of mind for military life by giving them the basics on pay, benefits, rules and regulations, and ship board life. Most ECPers, because of their enlisted backgrounds and obvious age difference, found these classes boring, redundant and a waste of time.

8. Meeting The Executive Officer

When not in class, Commander Nielsen, was out wandering around campus - his idea of advertising for the Navy. It became a game of catch him where you can. He took the "hands off" approach when it came to career development, leaving it

up to the midshipmen to come to him for advice. Commander Nielsen had been passed over for Commander twice and was on his way out of the Navy when he completed his tour at UNM. He was no longer interested in overseeing the career paths of his fellow shipmates.

It was a good thing that UNM was his last tour. Marylou had heard stories from other female midshipmen in her class about Commander Nielsen's lack of professionalism. Innuendos were made regarding his fraternization with female midshipmen, his constant touching of females when addressing them, his apparent lack of knowledge in career development of women in the navy, not to mention his dishelved appearance in uniform. When Marylou approached him on applying to AOCS, he laughed in her face. "Just why would the Navy want to make you a pilot", bellowed Commander Nielsen, "You obviously have no background in the aviation field. Your education and enlisted time has been spent in the administration field and that's just what you'll do as an officer", continued Nielsen. Marylou was appalled.

9. Marylou's Last Chance? The Commanding Officer

Now where could she turn? The Commanding Officer, Captain Sullivan, was her last hope. Without his endorsement or recommendation, her hopes of being a pilot would go unfulfilled for another year or until she left UNM. Captain Sullivan had once been a mover and shaker. Nowadays, the only thing that moved and shook was his paunched belly. Marylou

stated her case to the Captain, and asked if there was any hope in her being accepted into AOCS upon graduating from UNM?

At least Captain Sullivan shed some light on the matter. "I'll assist you in getting the application paperwork, but you must realize that your chances of being selected are slim to none. You do understand that only three women out of the entire navy are selected each year to attend AOCS in the fall. And with your limited technical background, you have literally no chance in hell of being selected. You really should have majored in engineering."

Marylou was outraged. Why didn't anyone tell her that a hard science curriculum was necessary? Unfortunately, it was too late to change majors at this stage of the game.

The only thing Captain Sullivan could recommend was that once she reported to her first duty station as an officer, she should speak to the executive officer about her plans to become a pilot. Once again Marylou's dream was postponed. Yet another factor weighed heavily on Marylou's mind. The Navy's age policy on becoming a pilot was 27 years. Marylou was facing her 26th birthday next month.

10. Graduation And Commissioning

A month before graduation and commissioning, Marylou received orders to Naval Air Station (NAS) Pensacola, Florida as the Public Affairs Officer (PAO). The orders also specified that Marylou would be sent to the Defense Information Officer School (DINFOS) at Fort Benjamin Harrison in

Indianapolis for eight weeks of training in the public affairs field. After graduation, Marylou decided to keep her car and drive to Indiana. On her way she would stop in Nebraska for a long overdue visit with her family, and in some respects, gloat about her success. She had been in contact with Lizbeth, who also would be visiting with her family during the same time. During the past six years Lizbeth had graduated from college, married a stock broker from New York City, became a full time housewife and was expecting her first child. Marylou was hesitant and jealous about seeing Lizbeth. While Marylou had pursued a career, Lizbeth had what Marylou longed for, a family of her own.

Marylou enjoyed the break away from school and training. Yes, it actually felt good to be back on the farm and seeing old high school friends. But Marylou had no regrets, in the years since leaving Nebraska, Marylou had accomplished so much. From boot camp to "A" school, to NSI, to UNM, receiving a baccalaureate degree and finally, a commission as an Ensign in the navy. She was one step closer to her dream of becoming a pilot.

E. CASE FOUR - ARE WE THERE YET?

1. Specialty Training

The Defense Information Officer School (DINFOS) is a multi-service and internationally recognized training facility. Marylou's classmates consisted of Navy, Air Force, and Marine Corps officers,upper grade level civilians, and foreign

national officers. All people attending the school were either in the public affairs field already or were preparing to be sent to the job. Two of the senior male officers in the class were attending DINFOS because they no longer passed the physical requirements for their aviation specialties. For them, this training was in preparation for their twilight tour assignment. For the civilians, being sent to DINFOS was a reward for superior job performance. It also meant that once they graduated from DINFOS they would receive a pay increase when they returned to their jobs. For most of the class, including Marylou, this training provided a newly designated PAO with a brief overview of the many facets, rules and regulations that are inherent to the job.

The training touched on various topics including newspaper layout, photography, broadcasting, television production, how to deal with the media, service specific classes and preparing speeches. The course was fast paced, accompanied with written, photographic and video presentation exams. With homework assignments completed, Marylou and her classmates found time to explore the city. Genuine group cohesiveness developed with all the students in Marylou's class. Whenever one person was having difficulty in certain area, the others would pitch in to help. The diversity of people and expertise levels made the class dynamic. New thoughts and approaches were constantly being introduced. It

was the first time Marylou had experienced such a high degree of interactive learning.

Marylou was inspired by the quality of people and the learning environment at DINFOS. She couldn't wait to get to Pensacola to develop new concepts and ideas for their public affairs office. Excited by what she had learned at DINFOS, Marylou set out to be the best PAO Pensacola would ever have. The drive from Indiana to Florida was relaxing and gave Marylou a chance to catch her breath before plunging into a new job.

2. New Job Jitters

On Monday morning Marylou awoke anxious and scared. This was her first assignment as an officer. Doubts and fears about being accepted ran through her mind. She was confident that she was trained well in public affairs, and could always fall back on her yeoman training. But now she was in a different society, the officer wardroom. Was it really going to be that different from being enlisted?

Once check in was completed, Marylou finally was able to meet with her immediate supervisor, Lieutenant Commander (LCDR) Harnett, the Administrative (Admin) Officer. All of Commander Harnett's previous tours had been with helicopter squadrons as a Search and Rescue (SAR) pilot. It was his first tour as a "paper pusher" and he was not pleased about it. His discomfort with his new role was evidenced by the fact that he never seemed to be in his office.

In their first meeting, LCDR Harnett reluctantly admitted to Marylou that he had no experience in the administrative field and he had never worked with General Unrestricted Line (Gen URL) females before. Furthermore, he had no idea about what to do with Gen URL officers. Since his flying duties kept him out of the office at the least two days a week, he would expect her and the Chief to keep the office running smoothly. Marylou began to realize from the lengthy three hour conversation with Commander Harnett that she would be responsible not only for public affairs, but for keeping the paperwork moving for the entire Administrative Department.

3. Meeting The Staff

At the end of their meeting, LCDR Harnett introduced Marylou to the Leading Chief Petty Officer, Chief Owen. Yeoman Chief (YNC) Owen, a competent and capable individual, was overwhelmed by the paperwork and office problems that began to pile up in LCDR Harnett's absence. Chief Owen was ecstatic to hear that the new officer reporting aboard was prior enlisted and a yeoman to boot. LCDR Harnett on Search and Rescue (SAR) duty, delegated the rest of the introductions to Chief Owen.

Marylou met with her sparse public affairs and admin staff: Chief Owen (male), one journalist first class, JO1 (female), three yeoman seamen (all female), two civilians, one male and one female; one GS-4 assistant editor (female) and one GS-11, manpower specialist (male) (See Appendix H).

Looking around at the overflowing in baskets, it seemed that for the amount of work that needed to be done, the staff was stretched to beyond its capabilities.

Marylou left her office at the end of the first day with the following initial impressions of the admin staff.

Chief Owen was a capable, well versed, and energetic worker. He would be her main contact with the enlisted staff. His knowledge about office procedures and enlisted training would be invaluable to Marylou getting her own work done.

The three seamen had just arrived in Pensacola from yeoman "A" school in the past month, and were still in the process of adjusting to their first duty station and to the Navy in general. Marylou remembered her initial days in the Navy and could empathize with the new seamen.

Due to an administrative oversight by the command and the detailers, the journalist had been in the same job for the past six years. Marylou's first impression of the JO1 was that she was in no hurry to make chief. Content with doing the same job, she did not look for any additional responsibilities or assignments, and generally, just wanted to be left alone.

The assistant editor, a dependent spouse, had been in the job for about two years, and was already getting ready to rotate out of the area with her husband. Her enthusiasm as a base volunteer and upbeat demeanor made her a pleasure to work with in and out of the office. Finding someone with the same

graphics and layout background to replace her would be difficult. Marylou also was notified that a hiring freeze for civilians was in effect until further notice.

The GS-11, technically Marylou's supervisor, had recently reported aboard from Naval Station Long Beach where he worked as a budget analyst in the comptroller's office. A very low key and quiet individual, he kept to himself and never came out of his office unless it was for lunch or to go home. LCDR Harnett never fully explained to Marylou just what was the GS-11's function in the Admin department and how it related to Marylou. Right now she had her hands full with the rest of the staff. Later on, if time permitted she would sit down to assess how to best work with the GS-11. For now, she would leave him alone.

Marylou and YNC Owen sat down to discuss a plan of action to get Admin back on its feet. Because of her yeoman background, Marylou knew what was to be expected of the yeomen on her staff. She also had the experience of working in a high pressure, high tension office (OP-003S). Some of her management classes from UNM would also come in handy for organizing the work flow of the office. YNC Owen, brought twelve years of experience in the fleet with him to the meeting.

4. Reorganizing Priorities

Marylou and the Chief compared notes. They both agreed to start at the bottom and work their way up to the

GS-11. Having worked closely with the seamen for the past few months, the Chief noted that: the seamen have book knowledge from yeoman "A" school, but they really lack the hands on experience of working in an office environment. Marylou concluded that YNC Owen would have to spend the best part of his day training the seamen. With the remaining time, if any, she would need him to assist her in solving the difficult problems that arose in the Commander's absence.

To start, the Chief assigned each seamen to different tasks. Assignments included assembling the plan of the day, updating the command calendar of events and meetings, filing, typing, answering the phone, managing the leave control book, handling of special request memorandums and most important, being able to stand duty yeoman. Duty yeoman, usually the seamen and junior petty officers, consists of being on call for twenty four hours, and knowing how to handle routine and emergency office procedures. It usually took one month to train someone for duty yeoman. However, due to a lack of trained seamen for the past month, YNC and JO1 were filling in for the duty yeoman.

Since the journalist had been handling PAO for the past six years, without the assistance or guidance of Commander Harnett, Marylou had no choice but to leave her alone for the time being. The most difficult step--assisting Commander Harnett in clearing out his in-box and completing other "black hole" projects--was the most important priority.

5. While The Boss Is Away

Whenever Commander Harnett was out flying for the day, Marylou was called upon to make a decision regarding various action items held by the administrative office. During the first week she was in the office, the Executive Officer requested urgent documentation for a humanitarian discharge. It was her responsibility to initiate and draft a response for the captain's signature at the end of the day.

In addition to her administrative responsibilities, Marylou's advice and recommendations were sought for decisions on award ceremonies or protocol for VIPs. On several occasions senior department heads would request Marylou's advice on how to word or reference official documents. Type commanders also called to find out the status of action items held by NAS Pensacola.

Since LCDR Harnett ordered her to filter all items through him first, she had no authority to make any firm commitments. And unfortunately, the Admin department's overdue list was a mile long. Some of the items were routine in manner, others involved the assistance of other departments on station. LCDR Harnett did not want to face up to the fact that he needed help in getting these project completed. Yet, he would rather come into the office after hours and work until midnight, by himself, in order to complete one tasking.

6. Micromanagement?

The next day Commander Harnett called Marylou into the office to discuss the flow of office paperwork. Great, thought Marylou, some direction a last.

Her hopes were dashed quickly. Commander Harnett felt that Marylou was wasting her time on low priority items when she should be concentrating on his priorities. In order to correct this problem, he insisted that Marylou account for every moment of her time during the day. He wanted to evaluate if she was spending her time efficiently. Once he received her records, he would assign her projects accordingly. Furthermore, he instructed her to make no commitments or decisions on behalf of the Admin department. Recommendations for action would be cleared by him before he left the office to go flying. He insisted that every Thursday morning, before his SAR brief, they would meet to discuss the status of the overdue list and any other office concerns.

Marylou was happy and disheartened. She was to glad to see he finally thought something through to this point, but timidly reminded him of his frequent absence from the office. Would all this be feasible if he was in absentia?

For the first two weeks, Marylou kept meticulous track of her projects and assignments. However, she did notice that they remained untouched by the commander. She stopped doing the accounts the third week, hoping the commander would take notice. No such luck. The Commander's desk was already piled

high with file folders and telephone messages, so that he could hardly see the ten accounts she had set down in the previous weeks.

The commanding officer, executive officer and their secretaries, whose offices were right next door to LCDR Harnett's, continually came in to the Admin spaces asking the office staff where a certain action item was and why was it overdue. YNC Owen and Marylou decided it was time to take action. Not only to attempt to save the commander's behind, but to prove to the captain that Marylou and her staff were competent individuals.

7. Taking the Initiative

Marylou had the experience and knowledge to complete almost every tasking in the Commander's box. When she came upon an item that was unclear or complex, she knew who and what department to call upon to get advice or help. Marylou soon became a respected member of the command. She earned their respect in many ways by helping to get a difficult package through to the executive officer or obtaining references and background material for their projects. Most departments heads no longer turned to Commander Harnett for guidance but to Marylou. She was efficient, knowledgeable, and knew how to get a job done.

The office staff was another story. While Marylou was out keeping the department heads happy and putting out fires, Chief Owen had his hands full with the women in his office.

The journalist refused to take any orders from the Chief. She felt that the only person to whom she answered was the Commander. Besides being borderline bearable in the office, the journalist discovered that she was pregnant. This would inevitably mean frequent visits to medical and time spent away from the office. With the GS-4 leaving in two months, it had now become imperative to find a replacement for her before the JO1 took maternity leave.

It would also be necessary for Marylou to become involved with the day-to-day operations of public affairs. This would include publishing the weekly base newspaper, not to mention photo shoots all over the base, writing of original stories, answering local media questions, imputing of copy into the computer, and final proofing of the paper before printing. It wasn't that Marylou found public affairs activities difficult. She did have the training--the problem was time.

Meanwhile the three seamen were having their own set of difficulties. Constant complaints and problems ranged from dating wimpy men, to long working hours, to finding a place off base to live, and scheduling leave. Happily enough for Marylou, through all the complaints, work was actually being done. There was a light at the end of the tunnel.

In spite of all the initial difficulties, the troops pulled together and began working as a unit. As a reward Marylou and the Chief set up a department picnic.

For the next six months, Administrative Department was running smoothly thanks in no small part to Marylou's perseverance and assertiveness. She did realize that being a yeoman was the best training she could have received for this job. However, her PAO training was used at the lowest level, taking photos and proofing copy. But that was not why she became an officer. She wanted to do more than just push paper. It was time to get back on the track of becoming a pilot.

8. Fitness Reports

As an Ensign, Marylou was rated once a year. Fitness Reports (FITREPS) are required to evaluate an officer's performance in specified areas of command and leadership. LCDR Harnett approached Marylou about providing input to her first FITREP as an officer. In fact LCDR Harnett suggested that Marylou write her own FITREP to display her writing skills and knowledge of FITREP format. Marylou had typed hundreds of FITREPs as a yeoman, so format wasn't a problem. During the past few months she had seen several FITREPs go up to the captain for signature and come back out to Admin for corrections. After writing memoranda and letters for the captain and executive officer, Marylou had a good grasp as to what the captain was looking for.

Marylou went through about ten drafts before she finally submitted a smooth copy to LCDR Harnett. Marylou assumed, as with Chief Turello, LCDR Harnett would call her in

and review the evaluation before signing it. At NAS Pensacola, the commanding officer signs all officer fitness reports, after the department head approves the content. It also gives the CO a chance to meet all his officers on a one-to-one basis.

Two days after submitting the FITREP to Harnett, Marylou received a call from the CO's secretary to set up an appointment with the CO to sign her FITREP. That afternoon Marylou stayed in the office until LCDR Harnett returned from SAR duty (he returned to the office at 6:00 pm).

Marylou asked if there were any comments about the FITREP that she had submitted to him earlier in the week. After looking at his overflowing in box, LCDR Harnett was in no mood to discuss fitness reports. He briefly stated to Marylou that since this was her first evaluation as an officer, it would not be weighted as heavily as her following FITREPs. He thought her writing style was adequate and that she accurately described all her accomplishments for the past period. He made no additions or deletions to what Marylou had submitted to him.

In her first official meeting with the CO, Marylou hardly had time to catch her breath, never mind discuss career development. Before she could even get comfortable in her seat, the CO shook her hand, signed the Fitness Report, asked her how she was, and sent her on her way. Marylou realized the CO's schedule was tight, but she was disappointed that she

never got the opportunity to discuss her dream of becoming a pilot with him.

After asking other officers at NAS if they went through the same Fitness Report procedure with the CO and their department heads, Marylou discovered she was an outlier. Other more senior officers did not experience the same brush off. Some of Marylou's peers told her not to worry, the first FITREP doesn't really count, and that promotion boards usually view it as an adjustment evaluation.

During the next year Marylou was able to get the Admin Department running smoothly. The staff begrudgingly worked together to get things done. The seamen were progressing well in mastering office skills. The civilian hiring freeze was lifted, and a new assistant editor was found. The journalist, worked well with YNC Owen to coordinate the public affairs schedule with Marylou's Admin responsibilities. Because the office was functioning more smoothly, LCDR Harnett was able to log in more flight hours than any other SAR pilot on base. Marylou worked hard on getting the overdue list down to one sheet of paper.

Before Marylou knew it, it was fitness report time again. By now she realized that she could not count on the LCDR to aid her in writing or wordsmithing the FITREP. If she wanted her FITREP to shine, she would have to do all the polishing herself. After one month of working on her performance appraisal, she was satisfied. She also included

a sentence in the closing paragraph that suggested she be nominated for AOCS, or any other aviation training or assignment.

When the smooth reached LCDR Harnett, he quickly called Marylou into his office. "I had no idea you were even interested in becoming a pilot. You should have said something earlier. Anytime you want to go flying in the helo, just let me know," stated LCDR Harnett.

Marylou was taken back. Just who would handle the daily work and fires if she were to flying all day long? It was nice of him to offer, but Marylou took it as a token gesture.

In the meeting with the CO, he too expressed his surprise that Marylou considered aviation as a possible career path. Since the CO was already late for a meeting, he suggested that Marylou talk with the XO about possible recommendations or avenues that might lead to aviation.

The XO was impressed by Marylou's knowledge and enthusiasm about her choice to make aviation her career. Unfortunately the XO could not be as enthusiastic. He pointed out the small acceptance numbers, especially for women, her lack of any hard sciences in education or work, consideration about her age, physical capabilities and the additional commitment to the Navy. Besides telling her the obvious, the XO did provide Marylou with a phone number of a female helicopter pilot he knew in Norfolk, Virginia. She should

call her to get the real dirt on being an aviator. He also suggested that if she truly was looking for another career path she might look at the some of the Restricted Line career paths, such as Nursing, Intelligence, and especially Public Affairs.

Marylou had a lot to think about. And when she got back to Admin, there was a note on her desk from her detailer inquiring about her next duty preference.

All her life Marylou had dreamed of becoming a pilot. Marylou though to herself, "Was I being true to myself in believing I could actually become a pilot? Is this what I really want from life? What about starting family and traveling around the world?"

What a dilemma. Here she was 26 years old, 8 years of active duty service, a Bachelors of Science in Management. What were her options? Stay in and apply for aviation? Stay in and request a Restricted Line career path? Stay in and just work towards retirement? Stay in and request graduate education? Or get out of the Navy all together?

What should she do?

IV. TEACHING NOTES

A. INTRODUCTION

Teaching notes are a tool provided to the facilitator to assist in developing guidelines for classroom discussion. Facilitators should feel free to deviate from the discussion questions proposed below.

As discussed in Chapter I, one of the main advantages of using case studies is to develop student analytical and action planning skills.

Case analysis and action planning require students to:

1. Think Clearly in Complex, Ambiguous Situations
2. Devise Reasonable, Consistent, Creative Action Plans
3. Apply Quantitative Tools
4. Recognize the Significance of Information
5. Determine Vital Missing Information
6. Communicate Orally in Groups
7. Write Clear, Forceful, Convincing Reports
8. Apply Personal Values to Organizational Decisions [Ref. 8]

B. CASE ONE TEACHING NOTES

1. Learning Objectives

To provide a guideline for training navy recruiters, human resource managers, Leadership Management and Education Training (LMET) trainers and general military training

facilitators. Case one discussion should focus on the compatibility of individual and organization goals and objectives, qualifications of a good recruit, responsibilities of recruiters, and congressional restrictions to field jobs.

2. Classroom Discussion Questions

a. Is Marylou a good recruit?

b. Should she have been recruited into the Navy?

c. Has Marylou made a good career choice?

d. Using Appendix A, what other ratings does Marylou qualify for?

e. What are the qualifications for a good recruiter? Is Palmer a good recruiter? Does he promise things he can't deliver? Did Palmer paint a realistic view of navy life? of boot camp? How do you assess Palmer's recruiting skills?

f. Did Palmer break any moral or ethical boundaries when he withheld information from Marylou?

g. Did Palmer make a wise decision in signing Marylou up?

h. Are there differences in the standards and measurements for men and women in recruiting? Should there be differences based on gender?

i. Should boot camp be made easier or harder for women? What are the differences in training for men and women? (See Appendix I)

j. Why do you think that Yeoman "A" school is mostly females?

C. CASE TWO TEACHING NOTES

1. Learning Objectives

To assist mid-level managers, leading chief petty officers and senior petty officers in career guidance and development of female subordinates. The case study provides

an opportunity to discuss counseling and appraisal methods, career guidance, and the responsibility of the organization and individual in determining career goals and objectives.

2. Classroom Discussion Questions

a. Would you consider Chief Turello a good LCPO?

(1) Did YNC Turello use performance evaluations effectively?

(2) Should appraisals/interviews be conducted more than once a year?

(3) Should the LCPO initiate individual career development or should subordinates be responsible for taking the initiative?

b. What is Marylou's responsibility in overseeing her own career development? At this point in time, is she doing a good job of managing her career?

c. Did Marylou turn to the correct person for advice? Who else could she have turned to? Was the LCPO deficient in advising Marylou?

d. Based on the information at hand, should Marylou have looked at alternate career paths? (See Appendix J)

D. CASE THREE TEACHING NOTES

1. Learning Objectives

To assist facilitators with guidelines for initial officer and mid-level management training and career development. The case demonstrates current Navy requirements for officer training. Discussion should evolve around who is responsible for ensuring sufficient guidance on career planning and management, the individual or the organization.

2. Classroom Discussion Questions

a. Does the Navy provide Marylou with adequate officer training? What type of training should be necessary for

officers? Should training be any different than that of the enlisted program?

b. What could Marylou have done to be better prepare for NSI?

c. How much responsibility should the CO/XO of a NROTC Unit have in directing individual careers?

d. How else could Marylou have handled her meeting with the XO?

e. Should Marylou view the XO's comments as sexual harassment or fraternization? Should she ignore them?

f. At this point in time should Marylou give up her dream of becoming a pilot?

E. CASE FOUR TEACHING NOTES

1. Learning Objectives

To assist students in recognizing the steps involved in the career development process. The case demonstrates mid career level decision making. Discussion may focus on: how and when to effectively manage your boss, the transition from peer to supervisor, giving and receiving respect from peers and subordinates, and consideration of terminating a career path.

2. Classroom Discussion Questions

a. Does Marylou find a mentor in the Navy? Who are candidates for mentors?

b. Discuss Marylou's leadership and office management skill. Did she manage subordinates well?

c. What differences could Marylou expect to encounter now that she was an officer? Discuss her transition from worker (enlisted) to first line supervisor (officer).

d. At what point should Marylou give up her dream to become a pilot?

e. What would you advise Marylou to do at this point? Stay in, but look at other career paths? Go for aviation? Get out of the Navy?

V. ANALYSIS

A. CAREER DEVELOPMENT

1. Introduction

This section of the thesis defines and illustrates the important stages, steps and processes associated with career development. We start with a definition of career planning and career management. We then discuss how to link career planning and management to effectively mesh individual and organization needs. Other considerations in career development theory are: the importance of counseling and appraisals; the use of psychological contracts; and the mentoring process.

2. Definitions of Career Planning and Career Management

Career development is comprised of two separate but interrelated functions: career planning, which is an individual process, and career management, which is an institutional process. Career planning consists of those activities in which individuals must engage in order to make informed choices as to occupation, organization, job assignment, and self-development. This includes such activities as self-assessment, the evaluation of available career opportunities, and the preparation of a career strategy with an implementation plan, all of which are key to personal career development. Career planning then is a deliberate process consisting of (1) becoming aware of self, opportunities,

constraints, choices, and consequences, (2) identifying career-related goals, and (3) programming work, education, and related developmental experiences to provide the direction, timing, and sequence of steps to attain a specific career goal.

Career management refers to specific human resource activities, such as job rotation, appraisal of potential, career counseling, and training and education that are designed to help match member interests and capabilities with organizational opportunities. Career management is an ongoing process of preparing, implementing, and monitoring career plans undertaken by the individual alone or in concert with the organization's career systems [Ref. 11].

3. Linking Career Planning and Career Management

Now let's look at how career planning and career management are linked. The necessary meshing of individual and organizational needs and objectives can occur using several basic steps as demonstrated in Figure 3.

The first step is assessing the career context. The context represents basic prerequisites. At the individual level, the person must have motivation for career exploration. At the organizational level, there must exist an internal labor market through which candidates are trained, developed, and transferred to meet present and future staffing needs.

The second step is information seeking. Information about the member must be matched with information about career opportunities. Information about the person can be provided

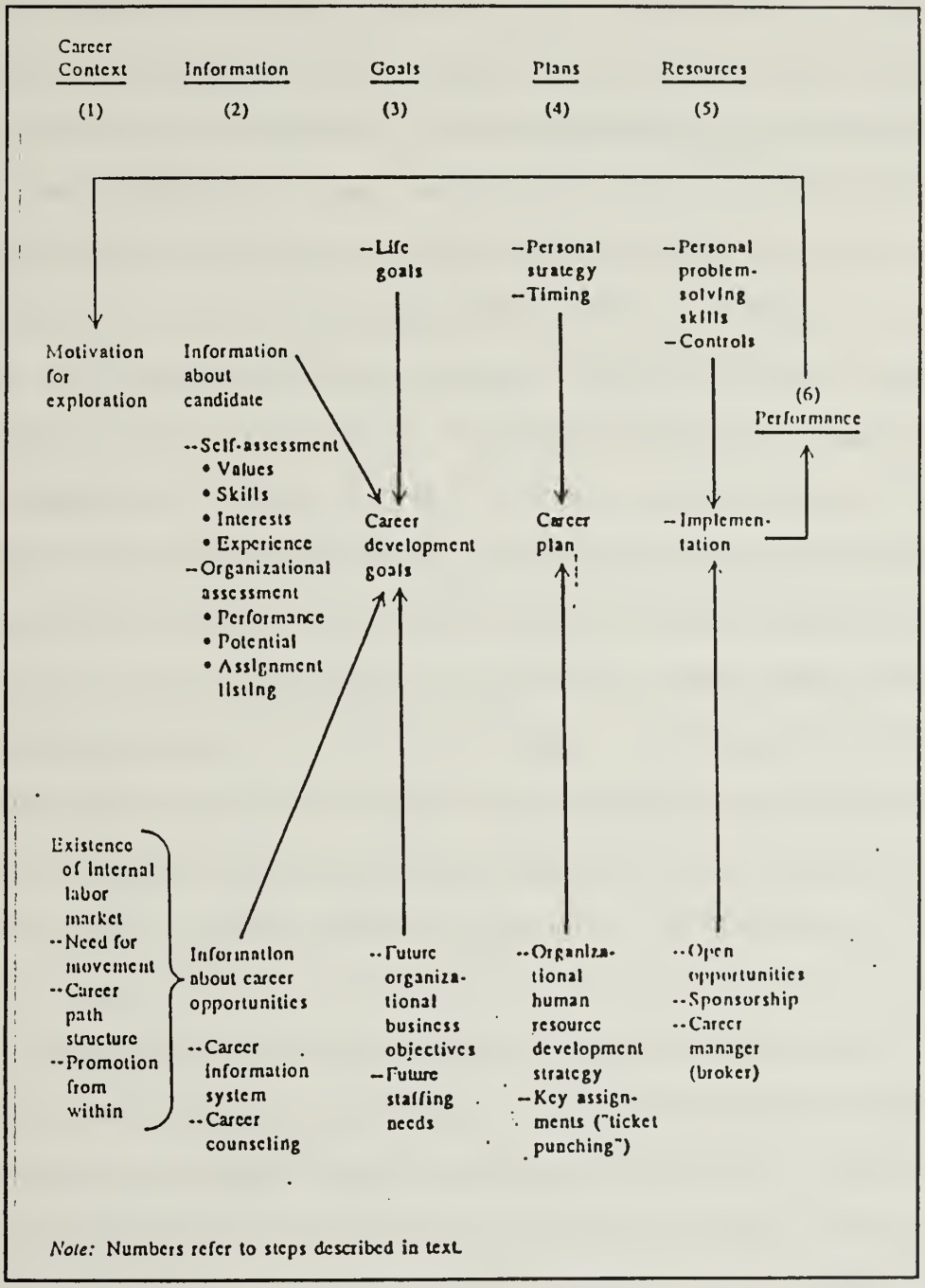


Figure 3

both through self-assessment and through external assessment. (Appraisals will be discussed further in Section E). Information about the organization can be addressed through the personnel office and persons already on the job. It is important that both the individual and organization take time to do appraisals of one another. This will aid both parties in determining a match for career goals and objectives.

Once the member has gathered information about him or herself and about organizational opportunities, it is possible to begin the third step: setting realistic goals for career development. At the individual level, this requires that the person first think through his or her goals, a process that probably will be aided by the self assessment process. At the organizational level, in order for the career counselor to help the person set realistic career goals, he or she must have some information about the future opportunities and objectives of the organization. It is at this step that the psychological contract between the individual and the organization is developed. A further explanation of psychological contracts is presented in Section D of this chapter.

The fourth step, once the person's career goals have been set, is the development of specific plans for pursuing these goals. At the individual level, the person must have acquired the ability to think strategically and to be able to apply strategy to himself or herself, not just to work projects. This also entails knowing what sort of timing is

appropriate for various types of career moves. At the organizational level, a strategy of human resource development is an important component. Such a strategy could include elements such as creating the role of career manager, and the conscious use if lateral movement to develop varied skills.

The fifth step in career management is helping the individual implement the career plan. It is particularly important to provide him or her with problem solving and coping skills. Personal contacts with key managers, a peer support system, and networking also can be critical aids to successful career activity. At the organizational level, career opportunities the person identified as good-fit possibilities in the information seeking step must in fact be open. The lack of congruence between individual career planning and organizational staffing needs represents a severe disincentive to future career planning. It is also important to have organizational support from people in positions of power. It is at this phase that the mentoring process gains significance. (More about mentoring in Section 6 of this chapter.)

The sixth and final step, is performance. Once the person is in the desired position, he or she must perform well in order to be a candidate for further movement. Along with performance, individual counseling and appraisals (Section E of this chapter) are required to assess the individuals

performance level and progress in obtaining career goals and objectives [Ref. 11].

4. Psychological Contracts

In order correctly link the individual and the organization, both parties must establish just what is expected from each other. Terms of agreement or expectations, can either be implied or explicitly expressed. But what is evident is an undercurrent of unexpressed expectation. When goals are not distinctively verbalized, this leads to an emotional, vague and unclear area of agreement between the individual and the organization called the psychological contract. The psychological contract is defined as an implicit contract between an individual and his organization which specifies what each expects to give and receive from each other in their relationship.

When an individual joins an organization, he has expectations of what he expects to receive (such as advancement opportunities, salary, status) as well as expectations of what he expects to give (such as technical skills, time, energy, loyalty). The organization also has expectations of what it expects to receive from the new member, (examples of which are similar to what the member expects to give) and expectations of what it expects to offer him in return (examples of which are similar to what the member expects to receive).

This contract is very different from a legal or labor contract. It may have literally thousands of items in it. And finally, this contract changes as the individual's and the organizations's expectations alter. At each step of career development the individual and organization goals change. With each new change both parties should reevaluate the contract between them, to set and realign future objectives.

5. Counseling and Appraisals

Another important step in linking career planning to career management involves counseling and appraisals. Counseling is basic to career planning. The greatest counseling activity in the organization involves the supervisor and subordinate.

Counseling generally serves many different purposes: it provides sources of information (e.g., update on new policies, educational benefits) it permits the supervisor to evaluate the counselee's ideas regarding plans for the future (reality check); it serves as a sounding board to help the individual further shape and temper his or her own ideas. It also serves to impart important, valid information on organizational opportunities, policies, and programs.

In addition, organizations can stay more in touch with their members--learning of their abilities, needs, and desires. The person providing the career counseling helps the member design a personal "game plan" that integrates

individual goals with organizational requirements and future possibilities [Ref. 4].

6. Mentoring

Mentoring can be defined as the relationships between junior and senior colleagues, or between peers, that provide a variety of developmental functions, career and psychological [Ref. 13]. According to Douglas Hall there are two main aspects of mentoring, career development functions and psychosocial development functions.

Career functions are manifested in the sponsorship of junior personnel, coaching of senior to improve the junior's performance and potential, acting as a buffer when necessary, creating exposure to senior leadership for junior personnel, and assigning challenging work to stretch the junior's knowledge and skills. Career functions are made possible because of the senior person's experience, organizational rank, and influence in the organizational context. It is this structural role relationship that enables him or her to provide critical support that helps a junior colleague learn or navigate effectively in the organizational world and to gain respect among peers and superiors for developing talent for the organization.

The second aspect of mentoring is psychological functions. Psychological functions are possible because of an interpersonal bond that fosters mutual trust and increasing intimacy. These functions include having visible role models

that aid the junior in achieving competence and a clear professional identity, providing counseling that explores personal and professional dilemmas, provides ongoing support, and reinforcing of self image, and exhibits mutual caring and sharing of experiences between junior and senior. These relationship qualities enable the junior to identify with his or her senior colleague and the senior to offer counsel on crucial dilemmas that surface as the novice launches a career. Each individual experiences acceptance and confirmation of self-worth through interaction with the other [Ref. 11].

Mentoring can significantly benefit both individuals and organizations. For individuals in early career, mentoring can reduce the shock of entry and help prepare for advancement. For individuals at midcareer and beyond, mentoring can help them meet generative needs, stay in touch with technological advances, and by passing on wisdom and experience [Ref. 14].

As presented in Figure 3, mentoring or sponsorship is brought into career development theory at step five. It is at this point that the individual and organization work together toward common goals and objectives. Mentoring relationships help the organization nurture good talent, pass on central values and practices, and reduce turnover in the early career years. Mentoring also addresses special concerns. Sponsors assist newcomers in turning stagnant problems into growth

opportunities. Secondly, mentoring can counteract the disadvantages of not being a member of the dominant group.

In order to foster mentor relationships, the organization needs to provide opportunities for frequent and open interaction between managers at different career stages and hierarchial levels. Features of an organization can either create or interfere with conditions that support mentoring. The following are ways the organization can support a successful mentoring program:

1. Implement a reward system that places a high priority on human resource development objectives and not on bottom-line results that create conditions that discourage mentoring.

2. Design work to encourage building relationships that provide mentoring functions. Organizations can increase opportunities for interaction between individuals with complementary relationship needs.

3. Management can encourage mentoring by providing a forum and specific tools for coaching and counseling.

4. Initiate an organization that through its values, informal rules, rites, rituals, and behavior of its leaders can make mentoring and other relationships essential.

5. The individual's assumptions, attitudes, and skills can interfere with developing relationships that provide mentoring functions. [Ref. 14]

Another caution impeding the success of women has been the lack of senior female role models for women. Often the only form of mentoring available to women has been that provided by men, due to a lack of women in high visible levels. Cross-gender mentoring is fraught with problems, such as perceived intimacy and public scrutiny [Ref. 11].

In summary, there are many stages, steps and processes in career development. In many ways, common sense tells us to take the time to set goals and plans to achieve them. However, it is not common knowledge or practice in many organizations on how to develop career plans within a framework of a complex organization. The career development concepts presented above can assist individuals and organizations with recognizing the importance of the psychological contract, counseling and appraisals and mentoring in achieving both individual and organizational goals.

B. APPLICATION

What steps of the career development model discussed previously can be applied to the cases presented in Chapter III? A we review the cases based on the Career Development Model (CDM), we will also evaluate the individual and organization on career planning and management.

Please keep in mind career development is comprised of two functions: career planning which is an individual function; and career management which refers to actions taken by both the individual and organization working toward a specific goal.

Let us begin by taking a look at applying the career context section of the model to Marylou's case. Career context, at the individual level, looks for personal motivation to explore future opportunities. Was Marylou intrinsically motivated and actively seeking to further her

education? It wasn't until her senior year of high school that Marylou began looking for the one chance to fulfill her dream of becoming a pilot. She carefully weighed what she thought was all her alternatives, including the lack of educational funding and a dim local economy. In her mind the only way out of Nebraska was through the Navy. The one factor that Marylou could not rely on was whether the Navy would be able to enlist her right after graduation, not just into the pilot program, but into the military as a whole.

At the beginning of the case, one would like to think that Marylou had done quite a bit of research and thinking about career planning. However, Marylou was very short-sighted in projecting her long range goals especially without determining any intermediate steps. As a senior in high school, Marylou was just becoming aware of her surroundings, prospective talents, and a possible future outside of Nebraska. Unfortunately, she waited until her senior year of high school and limited her search and scope of opportunities to her local area. Just because Marylou wanted to be a pilot did not mean she had the mental and physical aptitude to become one. The path to becoming a pilot may take as long as two years to complete and that didn't include the two to four years it would take to get a bachelors degree. Marylou was not realistic in her own self assessment. She had a poor mathematical background (which would be essential on pilot training) and could barely run a mile in under ten minutes.

After looking at the qualifications to get into the military, college would probably have suited her better. What weighed heavily in Marylou's mind was the certainty of the military providing a steady job, paycheck, and the chance to travel for at least the next four years.

Next, we apply the second step of the career development model information seeking to Marylou's case. Information seeking is concerned with matching information about the individual with career opportunities. Marylou thought she knew what she wanted to do, but was unaware of the physical and mental capabilities needed to become a pilot. The recruiter got Marylou's hopes up by telling her the military was trying to assign women to less traditional career fields, such as aviation and construction. All Marylou really knew about being a pilot was what she saw in the movies and on TV. Her idea of a pilot focused on the glamorous side, someone who gets into a plane and soars off into the wild blue yonder. She did not even consider the hours of preparation and classroom training required before one gets to the airfield.

Marylou did attempt to make an intelligent decision about her future. She sought guidance from a variety of sources: her high school counselor, family, her close friend Lizbeth, and the Navy recruiter. Not all her sources were reliable or impartial toward what career path Marylou should seek, however. The disparity of information from her sources is what made Marylou's decision so difficult. In the traditional

style, her family envisioned her getting married, settling down and having a family. The guidance counselor looked no further than his local environment. His problem was too many students and too little time. Lizbeth was only concerned with her own future, which was already decided by her family the day she was born.

For the Navy, the recruiter had the responsibility of sizing up Marylou for enlistment into the Armed Forces. The first step was determining whether Marylou was mentally and physically qualified for entry into the Service. Marylou had scored relatively well on the ASVAB test and passed the physical exam without problem. The recruiter should have had no difficulty placing Marylou in a number of career fields. But, Marylou remained confused on whose guidance was the best.

Unfortunately, Marylou was relying on the Navy as her only source of information on becoming a pilot. If she had gone to the other Services' recruiting offices for information, she might have gotten a different perspective or other training programs for women. Many high school seniors, like Marylou, are unaware of the wealth of information that exists in libraries, womens' organizations and campus counseling centers.

Marylou also lacked a prominent role model or mentor to look up to or ask for guidance. She did not know any women in the military, nor did she know anybody at the local college. Nearing graduation, without a solid plan in sight, Marylou was

very impressionable and easily could have been swayed to remain at home or go off to college. Marylou lacked the ambition to venture out on her own to get the information she needed to make her decision. Had she put forth a little effort, such as going to the library or campus counselor, she probably would have realized her dream of becoming a pilot was beyond her reach. The Navy recruiter could have also been more helpful in providing additional information about the training and educational requirements of becoming a pilot even if he was not considering Marylou for that career field.

Once the first two steps were passed, both the individual and the organization need to set out specific goals. At the individual level, Marylou needed to reevaluate her immediate goals, whether or not that included a future as a naval pilot. Once Marylou decided that the Navy was going to be her career, the Navy, taking into account combat exclusion laws and specific gender related training requirements, narrowed down her career choices for her. Based on her AFQT and ASVAB test scores and an opening for training school following boot camp, Marylou, with the recruiters help, chose the Yeoman (Administrative) rating as a career field.

Marylou's first challenges came quickly, in fact too fast for her to adjust to the new changes in her life--the physical rigors of boot camp, the demanding training schedule of Yeoman "A" school, and then the requirements of her first duty station. At no time was Marylou able to sit down and discuss

her goals with any of her basic instructors nor was time spent evaluating her emotional progress. The Navy processes recruits en masse, passing the counseling duties on to the first duty or training station. In Marylou's case she was unable to discuss her objectives with a supervisor until her first duty station. By then it was too late to change her mind about career fields. Once she arrived at her first duty station she was committed to being a Yeoman for the next four years.

Upon completion of boot camp, Marylou's goals were short and well defined by someone else, the Navy. Once she was at her first duty station, Marylou was responsible for making her own decisions, not only professional, but personal decisions as well. She was expected to sit down with her new supervisor, civilian or military, and reassess her goals within the Navy. But Marylou would have to wait one more month, the time it took to complete Yeoman "A" school, before she could sit down and discuss career management with a first line supervisor.

At Yeoman "A" school Marylou found herself trying to work within the organizations rules and limitations. For the next three months, Marylou had very little say as to what her next step of training or instruction would be. The first few months of initial training, boot camp, the Navy attempted to transform her into a sailor. Here all recruits are appraised on the same scale, pass or fail. If one does the work--basic

seamanship training and physical fitness training, one passes boot camp. Marylou's short term goal was to just pass, not too difficult for anyone who stayed awake in class and was in good physical shape.

Following boot camp and up to specialized training, Yeoman "A" school, the Navy was doing all the career management with little input from Marylou on planning. A location and job wish list was submitted by the recruit, but no guarantees were made. The written contract that Marylou signed back in Nebraska at the recruiter's office had no guarantee of career fields or duty stations. After "A" school Marylou knew that the Navy would assign her, not necessarily on what she had on her wish list, but on the "needs of the Navy."

When Marylou arrived at her first duty station, she and her immediate supervisor (LPO) should have sat down and discussed how to work toward a career plan that would achieve both of their goals in the most effective manner possible. By doing this, both parties would have been well aware of what was expected, for the long and short term. Marylou attempted to do this with her LPO. But a lack of communication and information between the two frustrated her attempts. If the LPO was unaware of the programs Marylou was eligible for he should have directed her to someone who was more knowledgeable.

An initial meeting between the two would have determined a strategy for Marylou to achieve her goals and would have set

out what was expected of both parties. Nothing then about what was expected of her would be implied or misconstrued. If the LPO had documented in writing Marylou's concerns about becoming a pilot during the initial counseling sessions, her lack of understanding may have been resolved. The use of counseling/appraisal sheets can be used to put down in writing what the individual and the organization expects from each other. If done effectively, counseling sheets can be used as a memory tool for both parties to keep track of goals and expectations of each other.

Another tool that could have been used to outline goals and expectations is the yearly evaluation. In Marylou's case her evaluations were used effectively in estimating her future potential as an administrative clerk, not as a pilot. Her senior officers felt Marylou was an asset to the command and the Navy enlisted ranks. Although Marylou may have had psychological support from senior leadership within her organization, not one of them was in a position that could assist her with fulfilling her dream of becoming a pilot. What Marylou neglected to do at each of her evaluation debriefs was to have her commanding officer and LPO write comments on her counseling sheets and evaluations that Marylou was recommended for programs that could lead to a commission and a future as a naval aviator. It was not until Marylou came upon a program, the Enlisted Commissioning Program, that

she began to progress on the road to becoming an officer and a pilot.

While in the Navy, Marylou had many informal role models outside her chain of command that provided insight to being a naval officer. However, there were no women among them. Marylou felt uncomfortable talking to her male first line supervisors about her future plans. Who could she turn to? Well for starters Marylou was stationed in Washington, DC, the headquarters of naval personnel! Quite possibly someone on the next floor or next door, could have given her more detailed information than her supervisor. Since Marylou was taking night classes at the local university, she could have also sought counseling from a campus advisor.

At this point, in the CDM and case, we should be at the stage of developing a strategy for achieving Marylou's career plan of becoming a pilot. However, as previously stated she had not set out a specific plan for achieving her goals, with or without her supervisors' assistance. Even though she had not devised a specific plan she could still regroup and proceed with Step 4 of the CDM.

In Marylou's predicament however, she needed to reevaluate her chances and opportunities to become a pilot before she could move forward. She was overwhelmed with the possibility of not achieving her life-long goal due to organizational obstacles and requirements. It was time for Marylou to sit down and map out a detailed strategy.

As an enlisted sailor Marylou was limited on which way she could proceed. She could remain in the same job, check into some other career path/field, or get out of the Navy altogether. At this juncture, Marylou did not feel the Navy was living up to its obligation of letting her become a pilot, when in fact the Navy never did promise her that she would become a pilot. If Marylou had taken it upon herself to do a little more research, even as far back as her senior year in high school, she would have had some idea how difficult it was to become a pilot and what her future would be as a naval aviator.

On the organizational side of the CDM, for five years the Navy lived up to its promise of providing Marylou with a steady job and salary, medical benefits , a college education and the chance to travel, just as the recruiter said it would. But, Marylou still felt betrayed by what was implied rather than what actually was said. If Marylou had taken the time when she first arrived at her duty station to evaluate all the steps required to become a pilot, she might have realized early on that achieving her goal was far from her grasp.

As far as evaluating her performance, the Navy was pleased with her progress and efficiency as a yeoman. Her administrative and office skills were exceptional. Everyone wanted Marylou to stay a yeoman. Because Marylou was so proficient there might have been some hesitation by Marylou's boss about recommending her for officer programs, thereby

advancing her out of the enlisted ranks. In some instances, senior leadership/management tends to stifle career progression of those individuals they feel are indispensable. Perhaps, the stereotyping by senior male leadership of keeping women in traditional roles effected Marylou's chances to advance out of the enlisted ranks and acceptance into the officer community.

As noted in the excerpts from her evaluations, Marylou was an outstanding sailor and yeoman. She was well liked by subordinates, peers and superiors. But, Marylou soon found out that being popular and well liked would not make her a pilot. Marylou knew that her evaluations, like everyone else in the Navy, would be used to determine her eligibility for promotions/advancements, special programs, awards and preferred duty assignments. In Marylou's case she received numerous accolades and kudos from everyone for whom she worked. Her advancement and selection for the commissioning program was a result of her working well within the organization.

After getting accepted into the Enlisted Commissioning Program (ECP) Marylou's current plan (without benefit of intermediate steps) was to get her commission then apply for entrance into the aviation community. Marylou looked forward to completing her bachelors degree and becoming a naval officer. She was anxious to work with the same caliber of officers that she encountered as an enlisted person at her

first duty station. Marylou was confident that she could become a good officer and be able to work well with her subordinates, peers and superiors.

At Marylou's first duty station as an officer she encountered the same problems she faced in Washington, D.C. Becoming an officer did not make it any easier to gain entrance into the aviation field. She had not fully researched the requirements (age, physical requirements and educational background) for becoming a pilot. The Navy provided minimal resources of information in pamphlets, directives and messages. Even though the Navy did not aggressively pursue Marylou to become a pilot, the information was available for her to review.

The one thing the Navy could have provided or made available was a mentor, someone to guide and assist Marylou in making her decision. As an enlisted sailor Marylou had many informal male role models and mentors to assist and guide her short term decisions about what career path she should take in the Navy. But as an officer, Marylou did not experience the mutual support or caring from fellow officers. The Navy expected Marylou to use her chain of command to ask advice or to seek guidance. Based on a poor rapport and working relationship, Marylou found no strength or support in her senior leadership. If Marylou had found a reliable mentor (male or female) in the initial officer phase of her career,

she probably would not be trying to decide to stay or get out at the end of the case.

In the development of mentors the Navy needs to create exposure of senior leadership to junior personnel, based on the senior's experience, rank and influence in the organization. The officers at Marylou's first duty station took the time to advise her, as an exceptional enlisted sailor, in making the best decisions possible toward her becoming a naval officer and pilot. Once she left her first duty station, Marylou felt she had no one to guide or advise her on future decisions. There were no senior female officers at any of her commands to whom she could turn. At each organization or duty station, the command is made up of different individuals, enlisted and officer, with diverse backgrounds and characteristics. Depending on the mission of the station and the commanding officers' level of professionalism, the social climate and working atmosphere of one duty station was not the same as the next one. At Marylou's first duty station the officers were open and willing to give advice to junior personnel. The work atmosphere was relaxed yet professional. Yet as an enlisted person, Marylou had to be careful about approaching senior leadership for personal advice. If she went to a male officer too frequently for advice it might be perceived as provoking an intimate relationship or as fraternization.

The second stage of mentoring--psychological functions--creates an interpersonal bond that foster trust, provides ongoing support, and exhibits mutual caring and sharing of experiences between junior and senior personnel. As an officer Marylou (one of the few female officers on station) felt she had no one she could trust or confide in. The comraderie that she witnessed as an enlisted sailor was not displayed at her new command. The new officers she encountered did not have the time or inclination to offer advice or guidance as those she had met two years before in Washington, D.C.

Marylou's performance was beginning to suffer. She was distracted by her personal problems and was frustrated at the lack of concern from senior leadership about her future in the Navy. Her fitness reports were mediocre, and she was no longer recommended for accelerated promotion. Marylou had to take control of her career. She faced several crossroads: remain a general unrestricted line officer and settle for administrative jobs the rest of her navy career; change to a restricted line career field such as public affairs, where promotion is stifled; seriously pursue getting involved in the aviator career field; and finally the possibility of getting out of the Navy altogether.

Here Marylou needs to regroup and reach back to step one of the Career Development Model, to reexamine her motivation and to see if her desire to become a pilot was still there.

VI. CONCLUSIONS

The intent of this thesis has been to assist academics and naval facilitators in providing a course on personnel and human resource management. The cases illustrate hypothetical scenarios that could be used to alert management to some of the pitfalls and challenges encountered by female enlisted and officer personnel.

The cases follow a female sailor, Marylou, as she progresses through the recruitment process, the rigors of boot camp, initial rating training, her first duty station, the opportunity for commissioning, and her first assignment as a naval officer. Marylou encounters many obstacles in her naval career that through lack of information and guidance can happen to any junior personnel in private or government organizations. The cases point out the challenges and responsibilities that management faces concerning the development and retention of quality personnel.

The recruitment, selection, retention, and career development of women in the Navy rests, not with one individual, but with society as a whole. Until women are completely accepted as equal contributing partners in today's society they will retain a second class, minority status. As long as law and policy still restrict the assignment of women,

reinforcing the perception that women are not equal contributors, their careers will be impacted negatively.

Today, many women leave the military because they perceive barriers to their career advancement and a lack of career opportunities, causing them to become dissatisfied with the entire military organization. Contributing factors to this dissatisfaction are constitutional combat restrictions, stereotyping, the military's masculine oriented management and leadership styles, and cultural issues.

Not every management system is perfect, but we as future supervisors and leaders need to become more aware of the career paths and information available to female junior personnel in order to assist them in their career progression.

APPENDIX A

COMPILATION OF ASVAB SCORES TO DETERMINE RATING ASSIGNMENTS

Subtest

Title	Symbol	Number of items	Time limit (min)	Description
General Science	GS	25	11	Knowledge of physical and biological sciences
Arithmetic Reasoning	AR	30	36	Understanding how to solve word problems
Word Knowledge[a]	WK	35	11	Knowledge of the meaning of words
Paragraph Comprehension[a]	PC	15	13	Understanding the meaning of paragraphs
Numerical Operations	NO	50	3	A speeded test of simple arithmetic
Coding Speed	CS	84	7	A speeded test of matching words and numbers
Auto/Shop Information	AS	25	11	Knowledge of automobiles and use of tools
Math Knowledge	MK	25	24	Knowledge of algebra, geometry, and fractions
Mechanical Comprehension	MC	25	19	Understanding of mechanical principles
Electronics Information	EI	20	9	Knowledge of electronics

a The raw scores (number of items correct) for these two subtests are added to form the Verbal (VE) score

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NHI	NSI	SCE	SUB QUAL	MIN. QUAL SERVE	US CIT	REMARKS
AB Aviation Boatswain's Mate (ABE, ABF, ABH) (AN)	ASVAB 11,12,13,14 AR+MC+AS=130	20/100	X	X						Selection for ABE, ABF, or ABH by COMNAVMILPERSCOM. ABH service rating requires normal stereoscopic vision. ABE service rating closed to women.
AC Air Traffic Controller (AN)	ASVAB 11,12,13,14 AR+2MK+GS=206	20/200	X	X	X	X		60	X	Must be 18 years old upon school entry. Be physically qualified IAW MANMED Article 15-69. Must meet drug abuse criteria specified in paragraph 1-1-4d(2).
AD Aviation Machinist's Mate (AN)	ASVAB 11,12,13,14 AR+MK+EI+GS=190		X							
AE Aviation Electrician's Mate (AN)	ASVAB 11,12,13,14 AR+2MK+GS=196		X			X			X	
AG Aerographer's Mate (AN)	ASVAB 11,12,13,14 AR+2MK+GS=214		X			X			X	

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	MI	NSI	SCE	SUB QUAL	MOS. OBLI SERVI:	US CIT	REMARKS
EM Electrician's Mate (FN)	ASVAB 11,12,13,14 AR+2MK+GS=196		X							
EN Engineman (FN)	ASVAB 11,12,13,14 MK+AS=96									Note 14.
ED Equipment Operator (SN)	ASVAB 11,12,13,14 VE+MC+AS=150		X					60		Must have stereoscopic vision. The examination for stereoscopic vision will be administered at the RTC.
ET Electronics Technician (SN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218		X	X		X			X	
EW Electronics Warfare Technician (SN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218	X	X		X	X			X	Closed to women. Operates EW equipment. Minimum auditory requirements Cycles: 500 / 1000 / 2000 ISO: 35 / 30 / 30 4000: 40 8000: 45
Fire Controlman (FC) (SN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218	X	X			X			X	Closed to women.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
TN Torpedoman's Mate (SN)	ASVAB 11,12, 13,14 AR+2MK+GS=196		X			X/ PRP			X	PRP screening IAW BUPERSINST 5510.11D. PRP will be originated at the RTC. Must meet the drug abuse criteria specified in paragraph 1-I-4d.
TMS Torpedoman's Mate (Submarine) (SN)	ASVAB 11,12, 13,14 AR+2MK+GS=196 VE+AR+MC=147 Minimum VE=41		X			BI/ PRP	X		X	Closed to women. PRP screening IAW BUPERSINST 5510.11D. Must volunteer for submarine duty IAW TRANSMAN Chapter 5 and meet physical standards IAW MANMED, Art. 15-32. Background Investigation (BI) required. BI will be originated at the RTC. Moral turpitude offense(s) are generally disqualifying. Guarantee is for TM "A" school with submarine volunteer required. Must meet the drug abuse criteria specified in paragraph 1-I-4d.
TMT Torpedoman's Mate (Technician) (SN)	ASVAB 11,12, 13,14 AR+2MK+GS=196		X			X/ PRP			X	PRP screening IAW BUPERSINST 5510.11D. PRP will be originated at the RTC. Must meet the drug abuse criteria specified in paragraph 1-I-4d.
UT Utilitiesman (SN)	ASVAB 11,12, 13,14 VE+MC+AS=150							60		
WT Weapon's Technician (SN)	ASVAB 11,12, 13,14 VE+MC+AS=158		X			BI/ PRP			X	Must pass preplacement physical screening at the RTC IAW BUMED P-5055 (Radiation Health Protection Manual). Requires Personnel Reliability screening IAW BUPERSINST 5510.11D. Background Investigation (BI) required, PRP/BI will be originated at the RTC. Moral turpitude offense(s) are generally disqualifying. Must meet drug abuse criteria specified in paragraph 1-I-4d (2). Note 14.
YN Yeoman (SN)	ASVAB 11,12, 13,14 VE+MO+CS=160					X			X	

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
DC Damage Controlman (FN)	ASVAB 11,12,13,14 VE+MC+AS=158		X							Note 14.
DK Disbursing Clerk (SN)	ASVAB 11,12,13,14 VE+MK+CS=153									Have not been convicted or received punishment for any crime incident to larceny or fraud by a courts-martial under the UCMJ, under Article 15 of the UCMJ or by a civilian court within the previous 36 months.
DP Data Processing Technician (SN)	ASVAB 11,12,13,14 VE+AR=108					X		60	X	
DT Dental Technician (SN)	ASVAB 11,12,13,14 VE+AR=96		X					60		Must meet drug abuse criteria specified in paragraph 1-I-4d(2). Applicants must be informed that they will be assigned to duties involving direct patient care and clinical services and they could be subject to assignment to the Operating Forces or Fleet Marine Force duty. A Physician or Dentist licensed in any country is not eligible for this rating.
EA Engineering Aid (SN)	ASVAB 11,12,13,14 VE+AR=103							60		

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	MH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
AK Aviation Storekeeper (AN)	ASVAB 11,12,13,14 VE+AR=103									
AM Aviation Structural Mechanic (AME,AMH,AMS) (AN)	ASVAB 11,12,13,14 AR+MC+AS=164		X							Selection for AME, AMH or AMS by COMNAVMILPERSCOM. Note 14.
AO Aviation Ordnanceman (AN)	ASVAB 11,12,13,14 AR+MK+EI+GS=190	20/100	X			X			X	
AQ Aviation Fire Control Technician (AN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218		X			X			X	Closed to women.
ASE Aviation Support Equipment Technician (Electrical) (AN)	ASVAB 11,12,13,14 AR+2MK+GS=196	X	X							
ASM Aviation Support Equipment Technician (Mechanical) (AN)	ASVAB 11,12,13,14 VE+MC+AS=158	X	X							
AT Aviation Electronics Technician (AN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218		X			X			X	
AW Aviation Antisubmarine Warfare Operation (AN) Cont'd	ASVAB 11,12,13,14 AR+2MK+GS=196	20/200	X	X	X	X		60	X	Closed to women. Must volunteer for duty involving aerial flight as crew member and be physically qualified and Cont'd

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NI	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
AW Aviation Antisubmarine Warfare Operator (cont'd)										psychologically adapted for flight IAW Art. 15-69 MANMED. Must be certified as a Class II swimmer (NOTE 12) prior to completion of recruit training, with the potential of qualifying as a Class I swimmer (NOTE 13) during AW training. Rescue swimmer and sea-air rescue training included in AW guarantee. These requirements are physically demanding, therefore, strong swimmers are desired. Must meet drug abuse criteria specified in paragraph 1-I-4d(2).
	Height and Weight standards for AW personnel (WILL NOT BE WAIVED AT RTC)									
	Height (ins.) 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 Weight (lbs.)									
	Minimum 105 106 107 111 115 119 123 127 131 135 139 143 147 151 153 Maximum 160 165 170 175 181 186 192 197 203 209 214 219 225 230 235									The minimum height is 64 inches. The maximum is 78 inches.
	Note: Hayfever, Asthma, Bee Sting/food allergic reaction and chronic motion sickness are general medical disqualifiers for applicants for the AW rating. Note: Effective 1 October 1988, all applicants for enlistment into the AW Program shall sign the Statement of Understanding in paragraph 3-1-3.									
AX Aviation Antisubmarine Warfare Technician (AN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218		X			X			X	
AZ Aviation Maintenance Administrationman (AN)	ASVAB 11,12,13,14 VE+AR=103					X			X	
BT Boiler Technician (FN)	ASVAB 11,12,13,14 MK+AS=96									Note 14.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	NOS. OBLI SERVE	US CIT	REMARKS
BU Builder (SN)	ASVAB 11,12,13,14 VE+MC+AS=150							60		
CE Construction Electrician (SN)	ASVAB 11,12,13,14 AR,2*K+GS=196	X	X					60		
CM Construction Mechanic (SN)	ASVAB 11,12,13,14 VE+MC+AS=150							60		
CT Cryptologic Technician (CTA,CT1, CTO,CTR,CTT) (SN)										Special Background Investigation (SBI) required. In order to meet the requirements of the CT rating, both the applicant and his/her immediate family members, including parents, siblings and spouse, must be U.S. citizens. Further, at the RTC to which shipped, applicant must participate in an in-depth Personal Security Screening conducted by a Naval Security Group Command Representative. Moral Turpitude offenses(s) and a history of bad credit are generally disqualifying. (Note 9). SBI will originated at the RTC.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	NOS. OBLI SERVE	UJ CIT	REMARKS
CT Cryptologic Technician (CTA, CT1, CTO, CTR, CTT) (cont'd)										Applicants who are former members of the Peace Corps are not eligible (Note 10). Must be a HSG as defined in paragraph 1-I-7 and must have completed the 10th grade regardless of whether GED or Adult high school diploma has been obtained (Note 11).
CTA Cryptologic Technician Administration (SN)	ASVAB 11,12,13,14 VE+NO+CS=160					SBI			X	
CTI Cryptologic Technician Interpretive (Includes CTI1, CTI2) (SN)	ASVAB 11,12,13,14 VE+AR+NO+CS=202			X		SBI			X	Male candidates must signify by an Administrative Remarks Page 13 entry (see paragraph 3-II-4) that they are volunteers for duty in submarines or duty involving aerial flight as a noncrewmember. Women may not be assigned duties on board submarines or involving aerial flight. If found physically qualified, member may be assigned to duty in submarines or duty involving aerial flight as a noncrewmember—neither required normal color per-
Cont'd										Cont'd

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MOS. CLLI SERVE	US CIT	REMARKS
CTI Cryptologic Technician Interpretive (Includes CTI1, CTI2). (cont'd)										ception. MANMED Chapter 15 and SECNAV Instruction 6420.1C pertain. See individual language for additional qualifications. Females will only be assigned to Russian, Chinese, French or Spanish language trsining. Defense Language Aptitude Battery (DLAB) required for CTI classification.
CTI1 Cryptologic Technician Interpretive (Spanish, French)										DLAB 85 required. Specific language training is determined during Class "A" School.
CTI2 Cryptologic Technician Interpretive (Chinese, Hebrew, Korean, Persian (Farsi) and Russian)										DLAB 95 required. Specific language training is determined during Class "A" School.
CTI2 (Language guarantee) Cryptologic Technician Interpretive (Chinese, Hebrew, Korean, Persian (Farsi) and Russian)(Specific language guarantees must be obtained through COMNAVCRUITCOM Code 333).										DLAB 115 required for specific laguage guarantees.
CTO Cryptologic Technician Communications (SN)	ASVAB 11,12,13,14 VE+AR=103			X		SBI			X	
CTR/T Cryptologic Technician Collections/Technical (SN)	ASVAB 11,12,13,14 VE+AR=103			X		SBI			X	Students in CTR/CTT Class "A" School shall be given training in the receiving of Morse code. Selection for CTR or CTT by COMNAVMILPERSCOM.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NS1	SCE	SUB QUAL	MOS. OBLJ SERVE	US CIT	REMARKS
IM Instrumentman (SN)	ASVAB 11,12,13,14 VE+MK+GS=165	20/100	X			X			X	
IS Intelligence Specialist (SN)	ASVAB 11,12,13,14 VE+AR=103	X	X			SBI			X	Special Background Investigation (SBI) required. In order to meet the requirements of the IS rating, both the applicant and his/her immediate family members, including parents, siblings and spouse, must be U.S. citizens. Further, at the RTC to which shipped, applicant must participate in an in-depth Personal Security Screening Interview conducted by a Navy Security Group Command Special Representative. Moral turpitude offense(s) are generally disqualifying (Note 9). SBI will be originated at the RTC. Must be HS graduate as defined in paragraph 1-I-7. Applicants who are former members of the Peace Corps are not eligible.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	MH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
OM Optical-man (SN)	ASVAB 11,12,13,14 VE+MK+GS=165 Minimum MK=50	20/ 100	X			X			X	
OS Operations Specialist (SN)	ASVAB 11,12,13,14 VE+AR=103		X	X	X	X			X	
OTA Ocean Systems Technician (Analyst) (SN)	ASVAB 11,12,13,14 AR+2MK+GS=204		X			X				Must be overseas screenable in accordance with TRANSMAN. Temporary disqualifying medical or dental suitability decision factors which can be corrected will not be considered disqualifying for this initial screening.
PC Postal Clerk (SN)	ASVAB 11,12,13,14 VE+AR=108					X			X	Must provide verification of successful completion of the 10th grade of high school (i.e., eligible for advancement to the 11th grade). Successful completion of a GED/CPT/home study course is acceptable. (a) Have no record of: (1) Conviction by Courts-martial. (2) Punishment under Article 15, Uniform Code of Military Justice within the last three years involving a postal-related incident. (3) Civilian conviction other than minor traffic violations.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	MH	NSI	SCE	MOS. SUB QUAL	OBLI SERVE	US CIT	REMARKS
JO Journalist (SN)	ASVAB 11,12,13,14 VE+AR=110					X		60	X	Must be HS graduate as defined in paragraph 1-I-7 (GED/CPT/home study course acceptable). Typing 20 WPM mandatory when enlisted. Verification by either school transcript (which documents a passing grade and attainment of no less than 20WPM), or the results of the U. S. Navy Performance Test (typing test) may be utilized. Transcript/test results be documented in Item 39.
ML Molder (FN)	ASVAB 11,12,13,14 VE+MC+AS=158									Note 14.
MM Machinist's Mate (FN)	ASVAB 11,12,13,14 MK+AS=96									Note 14.
MN Mineman (SN)	ASVAB 11,12,13,14 VE+MC+AS=158		X			X			X	Must be screenable for overseas duty in accordance with the Enlisted Transfer Manual (NAVPERS 15909). Temporary medical or dental problems which can be corrected prior to completion of "A" school shall not be disqualifying. Note 14.
MR Machinery Repairman (FN)	ASVAB 11,12,13,14 AR+MC+AS=158	20/100								Note 14.
MS Mess Management Specialist (SN)	ASVAB 11,12,13,14 VE+AR=89									Open to submarine volunteers.
MU Musician (SN)	SELECTION BASED ON PERSONAL AUDITION AT SCHOOL OF MUSIC OR NAVY BAND.									See Chapter 6, Section II for details.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
PC Postal Clerk (cont'd)										(b) Have no record of derogatory information or unfavorable conduct which casts doubt on an individual's trustworthiness and honesty. (c) Possess high moral standards and excellent military bearing. (d) Have no history of psychiatric disorder, alcoholism, or drug abuse unless a medical evaluation determines the condition no longer exists. (e) Be financially responsible. (f) Not have been previously relieved for cause or criminal convictions from military postal duties. (g) Be eligible for security clearance. (h) Not have physical restrictions prohibiting duty involving prolonged standing, walking or lifting of weights up to 70 pounds. (i) Have physical profile serial code (PULHES) of 211221.
PH Photographer's Mate (AN)	ASVAB 11,12,13,14 VE+AR=103	X	X				X	60	X	

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCT	NTI	NSI	SCE	SUB QUAL	TOS. OBLI SERVE	US CIT	REMARKS
SK Store-Keeper (SN)	ASVAB 11,12,13,14 VE+AR=103									Open to volunteers for submarine duty.
SM Signalman (SN)	ASVAB 11,12,13,14 VE+AR=103	X	X			X			X	
STG Sonar Technician (Surface) (SN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218		X	X		X/ PRP			X	Closed to women. PRP screening IAW BUPERS-INST 5510.11D. Must meet minimum auditory requirements set forth in the Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards, Section I (NAVPERS 18068D).
STS Sonar Technician (Submarine) (SN)	ASVAB 11,12,13,14 MK+EI+GS=156 +AR,TOTAL=218 VE+AR+MC=147 Minimum VE=41	X	X	X		X	X		X	Closed to women. Must volunteer for SUBS IAW TRANSMAN Chapter 5 and meet physical standards IAW MANMED Art. 15-29. Must meet minimum auditory requirements set forth in the Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards, Section I (NAVPERS 18068D). Guarantee is for ST "A" school with submarine volunteer required. Must meet the drug abuse criteria specified in paragraph 1-I-4d.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MDS. OBLI SERVE	US CIT	REMARKS
FN Pattern-maker (FN)	ASVAB 11,12,13,14 VE+MC+AS=158									
FN Personnel-man (SN)	ASVAB 11,12,13,14 VE+AR=108									Open to submarine volunteers.
FR Aircrew Survival Equipmentman (AN)	ASVAB 11,12,13,14 VE+MC+AS=158									
QM Quarter-master (SN)	ASVAB 11,12,13,14 VE+AR=97	X	X		X				X	
QMS Quartermaster (Submarine) (SN)	ASVAB 11,12,13,14 VE+AR=97 VE+AR+MC=147 Minimum VE=41	X	X		BI		X		X	Closed to women. Must volunteer for submarine duty IAW TRANSMAN Chapter 5 and meet physical standards IAW MANMED Art. 15-32. Guarantee is for QM Class "A" School (as reflected in the appropriate Annex to DD Form 4) with submarine volunteer required. If found not qualified for submarine duty for whatever reason, the individual will be retained in QM rating in the surface program. Must meet the drug abuse criteria specified in paragraph 1-I-4d.

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
RM Radioman (SN)	ASVAB 11,12,13,14 VE+MK+CS=147		X	X	X	BI			X	Background Investigation (BI) required. BI will be originated at the Recruit Training Command. Moral turpitude offense(s) are generally disqualifying.
RP Religious Program Specialist (SN)	ASVAB 11,12,13,14 VE+ND+CS=160				X					Must pass interview by Chaplain at RTC (no exceptions). Must be HSG as defined in paragraph 1-I-7 (GED/CPT/home study course acceptable). Moral turpitude offense(s) are disqualifying. The following personnel are ineligible for the RP rating: repeated military offenders, personnel convicted by military or civilian authorities of any criminal offense, theft or related offense, or any other offense reflecting unfavorably upon their integrity. All RP applicants must execute an Administrative Remarks (Page 13) Annex to the DD Form 4 volunteering for the RP rating (see paragraph 3-I-3). Ministers, Priest, or Rabbi not eligible for this rating.
SH Ship's Serviceman (SN)	ASVAB 11,12,13,14 VE+AR=96									Have not been convicted or received punishment for any crime incident to larceny or fraud by a courts-martial under the UCMJ, under Article 15 of the UCMJ or by a civilian court within the previous 36 months
SUB Submarine School (SN/FN)	ASVAB 11,12,13,14 VE+AR+MC=147 Minimum VE=41		X			X	X		X	Closed to women. Must volunteer for submarine duty IAW TRANSMAN Chapter 5 and meet physical standards IAW MANMED Art. 15-32. Vision may be any degree correctable to 90% BVE (correctable to 20/30 in one eye and 20/40 in the other). Must meet drug abuse criteria specified in paragraph 1-I-4d(2).
SW Steelworker (SN)	ASVAB 11,12,13,14 VE+MC+AS=150							60		

RATING/SCHOOL	ASVAB TEST SCORE QUALIFICATIONS	VISION CORR 20/20	NCP	NH	NSI	SCE	SUB QUAL	MOS. OBLI SERVE	US CIT	REMARKS
GM Gunner's Mate (GMG,GMM) (SN)	ASVAB 11,12,13,14 AR+MK+GS+EI=204		X			X/ PRP			X	Closed to women. GMM requires Personnel Reliability screening LAW BUPERSINST 5510.11D. Moral turpitude offense(s) are generally disqualifying. Selection for GMG or GMM by SSC Great Lakes. Must meet drug abuse criteria specified in paragraph 1-I-4d(2).
GSE Gas Turbine System Technician (Electrical) (FN)	ASVAB 11,12,13,14 AR+MK+EI+GS=200		X							Closed to women.
GSM Gas Turbine System Technician (Mechanical) (FN)	ASVAB 11,12,13,14 MK+AS=96									Closed to women.

APPENDIX B

MARYLOU'S BACKGROUND INFORMATION

NAME: MARYLOU ELLEN SCHMIDT
ADDRESS: 334 COQUELLE LANE
CITY, STATE: OMAHA, NB 09999
SEX: FEMALE ETHNIC BACKGROUND: PROTESTANT

DATE OF BIRTH: 10 SEP 1960 AGE: 18
PLACE OF BIRTH: OMAHA, NB
FATHERS NAME: JOSEPH SCHMIDT
MOTHERS MAIDEN NAME: LOUISE MARIE WHEELER

DO YOU HAVE ANY PHYSICAL/MEDICAL PROBLEMS THAT WOULD ENABLE YOU NOT TO BE CONSIDERED AS A RECRUIT FOR THE US NAVY? NO

ACADEMIC BACKGROUND:
ELEMENTARY SCHOOL: PETEVILLE ELEMENTARY
JUNIOR HIGH SCHOOL: ST JOHN'S HIGH SCHOOL
HIGH SCHOOL: WILSON MEMORIAL HIGH SCHOOL
CURRICULUM: COLLEGE PREPARATORY

COURSES/GRADES FOR JUNIOR YEAR OF HIGH SCHOOL:

BIOLOGY	B+
ENGLISH COMPOSITION	A
PHYSICAL EDUC	A
ALGEBRA	B
FRENCH I	B
HOME ECONOMICS	A

EXPECTED COURSES FOR SENIOR YEAR OF HIGH SCHOOL:
- CHEMISTRY
- ENGLISH LITERATURE
- PHYSICAL EDUC
- TRIGONOMETRY
- FRENCH II
- TYPING I

EXPECTED GRADUATION DATE: JUNE 15 19_____

EXTRACURRICULAR ACTIVITES: CHEERLEADING, TENNIS, JUNIOR ACHIEVEMENT, STUDENT COUNCIL

INTERESTS/HOBBIES: AIRPLANES, BECOMING A PILOT, JOGGING, AEROBICS, OUTDOOR ACTIVITIES

WORK EXPERIENCE: NONE. ALTHOUGH I HAVE WORKED ON THE FAMILY FARM ALL MY LIFE.

APPENDIX C

"NASTY GRAM*"

From: Commanding Officer, Recruiting District Five
To: Petty Officer in Charge, Section Two, Recruiting District One,
Omaha, Nebraska

Subj: RECRUITING QUOTAS FOR 19___

Encl: (1) List of Available Billets for 19___
(2) Quota Requirement for Section Two

1. Enclosure (1) provides a listing of available boot camp and A school spaces for potential recruits. Please note that many critical billet spaces are still unmanned. While we try to satisfy the needs of the recruit, we must consider the needs of the navy as our top priority.

2. It has come to my attention that Section Two is the only section in District One not meeting recruiting quotas for this year. Enclosure (2) details what billets require filling from your district. As you can see, most of the remaining billets are in the seaman and fireman ratings. If you should encounter problems in filling your year end quotas, please contact district headquarters immediately.

R.M. COLTER
Commander, U.S. Navy

* Nasty gram; a memorandum or letter from a superior for poor performance.

APPENDIX D

MARYLOU'S ASVAB SCORES

GENERAL SCIENCE	19
ARITHMETIC REASONING	24
WORD KNOWLEDGE	34
PARAGRAPH COMPREHENSION	14
NUMERICAL OPERATIONS	48
CODING SPEED	83
AUTO/SHOP INFORMATION	15
MATH KNOWLEDGE	17
MECHANICAL COMPREHENSION	17
ELECTRONIC INFORMATION	14
AFQT PERCENTILE	86

APPENDIX E

BOOTCAMP DAILY ROUTINE

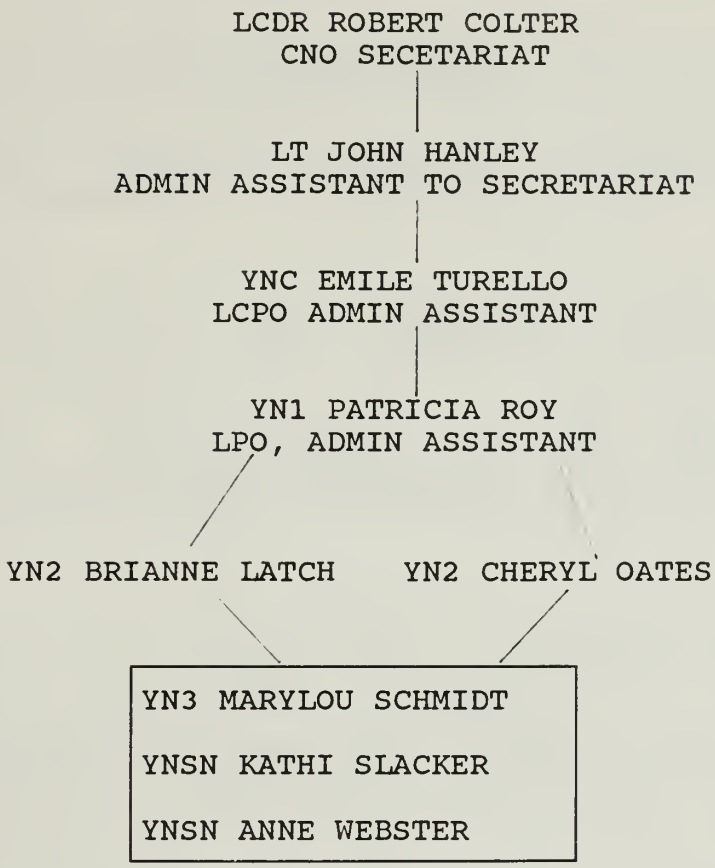
(MONDAY THROUGH FRIDAY)

0400	REVEILLE
0500	FORMATION FOR MORNING PT
0510	PT
0630	BREAKFAST - GALLEY
0715	BARRACKS CLEAN UP
0800	ACADEMIC TRAINING
	PHYSICAL EXAMS
	CLOTHING ISSUE
	CLOSE ORDER DRILL
1130	LUNCH - GALLEY
1215	ACADEMIC TRAINING
	DENTAL EXAMS
	RATING GUIDANCE
	RIFLE RANGE
	BARRACKS AND PERSONAL INSPECTIONS
1700	SUPPER - GALLEY
1745	BARRACKS CLEAN UP
1900	MANDATORY STUDY TIME
2200	LIGHTS OUT

Variations to schedule occur after fourth week. Saturdays include more drill and clean up time, in place of academic training. Sundays include time for worship, letter writing and intense preparation for inspections. Weekend liberty is not permitted until the final week of training. Personal phones calls are a privilege given in the third week of training.

APPENDIX F

CHAIN OF COMMAND OP-003S



APPENDIX G

EXCERPTS FROM MARYLOU'S EVALUATIONS

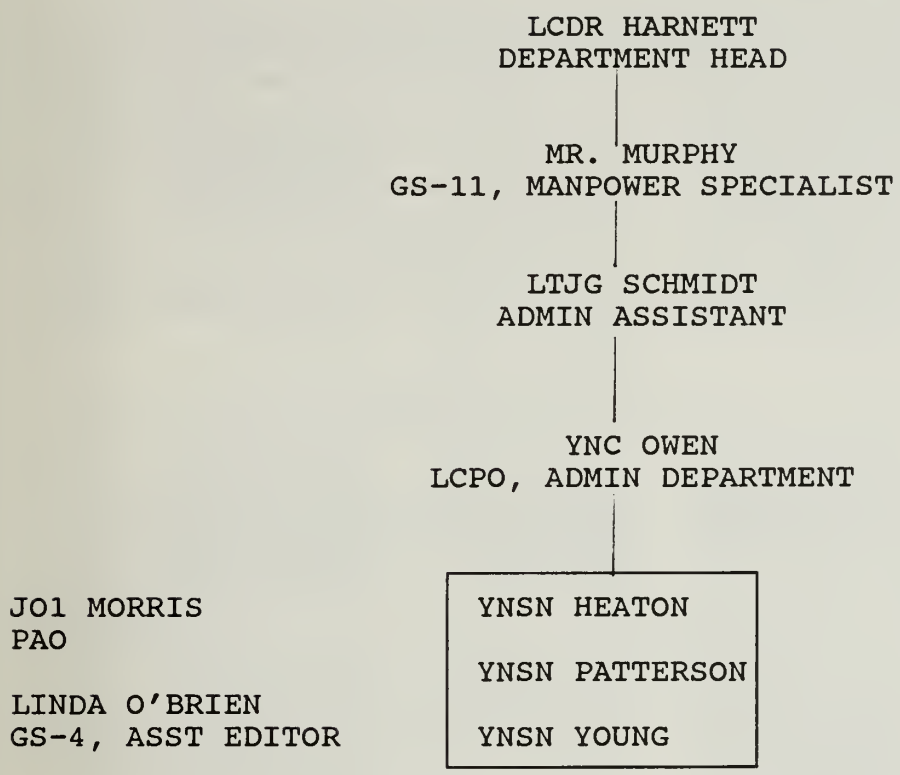
"Petty Officer Schmidt's performance has been outstanding. Her perception of her duties is unusual in a member so junior; and she is dedicated towards carrying them out in an efficient manner. Her unflagging willingness to lend assistance to all, coupled with her desire to consistently produce a superior product, has distinguished her as a cut well above her contemporaries."

"Petty Officer Schmidt is an industrious, energetic dedicated petty officer who possesses the necessary calm and maturity to handle diverse situation which may arise. Her potential is unlimited. She constantly strives to become a more effective leader and aggressively seeks additional responsibilities. Demonstrating sound judgment and unfailing attention to detail, she unwillingly devotes extraordinary hours ensuring the correspondence workload is processing in a timely manner with the utmost in professionalism."

"Petty Officer Schmidt's performance during this period has continued to be outstanding. She aggressively seeks additional tasks to broaden her experience. She enthusiastically applies herself to the many administrative complexities of the office. Petty Officer Schmidt completes all assigned tasks in a rapid and thorough manner; her judgment and attention to detail far exceed that expected of a person of her age and experience. She is highly recommended for retention on active duty and promotion to Petty Officer Second Class. She has earned my strong recommendation for all officer commissioning programs, and would be a welcome addition to the officer corps."

APPENDIX H

ADMINISTRATIVE DEPARTMENT CHAIN OF COMMAND AT NAVAL AIR STATION, PENSACOLA



APPENDIX I

INTERSERVICE/GENDER COMPARISON OF ENLISTED BASIC TRAINING

INTERSERVICE/GENDER COMPARISON OF ENLISTED BASIC TRAINING

Service	Location	F/M	Method of Integration	Comparison between F/M Curriculum	Company Commander
USAF	Lackland AFB, San Antonio, TX	F/M	At the most basic unit (flight) the women and men are separated. (flight = Navy company) 50 individuals/flight, about 20 flights/ squadron.	Exactly the same, except PRT standards are different. Classes are mixed. Women and men sit on opposite sides of the classroom. Only speak when called upon in class, can speak to each other during breaks outside.	Two Military Training Instructors (MTI) per flight. Ideally, 1 woman and 1 man are assigned, but a flight may have 2 female or 2 male MTIs regardless of the sex of recruits.
USCG	Recruit Training Center Cape May, NJ	F/M	Only one or two companies depending on recruits, fully integrated.	Exactly the same, except PRT standards are different, and women receive a hygiene lecture. Classes are mixed., i.e., like a co-ed high school classroom.	Woman or man, one per company.
USA	Fort Jackson, SC Fort Dix, NJ Fort McClelland, AL Fort Bliss, TX Fort Knox, KY Fort Sill, OK	F/M F/M F/M M M M	At the most basic unit (platoon) the men and women are separated. (platoon = Navy company) 45 individuals / platoon, 4 platoons in a company.	Exactly the same, except PRT standards are different. During 8 weeks of initial training, women and men are trained separately. They see each other only at church; no policy for sitting together in church.	Three Drill Sergeants (DS) per platoon, 12 per company. Two of the 12 may be women. Female and male recruits will always have a male DS and may have a female DS. All male Recruit Training Centers have male DSs.
USMC	Parris Island, SC San Diego, CA	F/M M	At the most basic unit (battalion) women and men are separated. (battalion = Navy company) 50 individuals / battalion, 4 battalions / regiment. Women are in only the Fourth Battalion.	Exactly the same except: • Women receive more defensive weapons training (firearms); • Men receive training in pugil sticks and boxing, women do not; • Men throw live grenades, women throw practice ones; • Both get hand-to-hand combat and knife training. Women are in separate classes from the men; the only time recruits see each other is in church (but on opposite sides).	Men are trained by men only. Women have only female Drill Instructors (DI), but all marksmanship is taught by men. Field training, hand-to-hand combat, and classroom instruction may be taught by women or men.
USN	Orlando, FL San Diego, CA Great Lakes, IL	F/M M M	At the most basic unit (company) the men and women are separated. About 80 individuals / company. Up to 12 companies per division.	At Orlando, exactly the same, except PRT standards are diffetent. There is "A" and "B" version of Rape Awareness, and Health, Pregnancy, and Parenting classes. Women and men are segregated in these classes. All other classes are together, with women sitting on one side and men sitting on the other. Female and male recruits are forbidden to talk to each other at any time and they must remain at least six paces apart from each other.	Two company commanders per company; can be either women or men. Always at least one woman company commander with female companies.

APPENDIX J

OFFICER COMMISSIONING SOURCES

NAVAL ACADEMY

Tha Naval Academy offers an outstanding opportunity for qualified young men and women to embark on careers as officers of the regular Navy or Marine Corps. Graduates receive a Bachelor of Science degree and a commission as an Ensign or 2nd Lieutenant.

PERSONS ELIGIBLE:
- U.S. citizens between tha ages of 17 and 22.
- High school graduates or equivalent.
- Have a combined SAT score of 800 or ACT score of 34.
- Must be unmarried and have no children.
- Be an enlisted member for one full year prior to 1 July of entering year.

NOTES:
1. A high percentage of enlisted applicants gain appointment to the Academy through Naval Academy Prep School (NAPS); see instruction for particulars.
2. Graduates are obligated to serve at least five years active duty.

REFERENCE: OPNAVINST 1531.4 series.

NROTC SCHOLARSHIP PROGRAM

The Naval Reserve Officer Training Corps (NROTC) Scholarship Program offers an opportunity for men and women to qualify for an Unrestricted Line Commission while attending college.

PERSONS ELIGIBLE:
- Open to male and female enlisted members under 25 years of age on 30 June of the commissioning year. (Age waivers are granted for prior active duty service in some cases.)
- Must meet physical requirements.

NOTES:
1. Full details of eligibility requirements, application procedures and participating universities are contained in the current NROTC Bulletin.
2. An in-service selectee will be issued orders to an appropriate NROTC unit.
3. Selectee is discharged from active duty and then enlisted as Midshipman, USNR, for 6 years.

REFERENCE: OPNAVINST 1533.4 series

BOOST

Tha Broadened Opportunity for Officer Selection and Training (BOOST), which prepares selected applicants for entry into the Naval Reserve Officer Training Corps (NROTC) Scholarship Program or the U.S. Naval Academy, is open to all eligible Navy enlisted personnel. Each graduate is guaranteed an NROTC scholarship or an appointment to the Naval Academy, depending upon the individual's qualifications.

PERSONS ELIGIBLE:
- Open to all male and female U.S. citizens on active duty.
- Age is contingent upon eligibility for one of the related officer programs.
- Be highly motivated to becoming an officer.

NOTES:
1. Classes convene every June at NTC San Diego.
2. High School Diploma or GED is desirable but not necessary. Commanding Officers will verify applicant's eligibility for BOOST.
3. BOOST supports the Navy affirmative action plan; interested minority personnel are strongly encouraged to apply.

REFERENCES: MILPERSMAN 1020360
OPNAVNOTE 1500 (issued annually)

ECP

The Enlisted Commissioning Program (ECP) provides a full-time opportunity for the completion of a Baccalaureate Degree leading to an appointment in the Unrestricted Line of the regular Navy as an Ensign.

PERSONS ELIGIBLE:
- Open to all male and female U.S. citizens on active duty.
- Must have been on active duty for at least 4 years but not more than 11 years as of 1 September of the year of enrollment.
- Must have completed sufficient undergraduate course work to complete requirements for a non-technical degree in 30 months or a technical degree in 36 months.

NOTES:
1. Degree must be in a discipline which has direct application to the Unrestricted Line community.
2. Prior to detachment from the present command, each ECP selectee shall have a 6-year active service obligation.
3. Following degree completion, candidates are ordered to Officer Candidate School (OCS) or Aviation Officer Candidate School (AOCS).
4. Upon completion of OCS or AOCS, a minimum of 4-years active commissioned service is required.
5. Selectees will receive full pay and allowances but must pay all educational expenses.

REFERENCES: MILPERSMAN 1020355
OPNAVNOTE 1530 (issued annually)

TWO-YEAR NROTC SCHOLARSHIP PROGRAM

Tha Two-Year NROTC Scholarship Program provides an opportunity for completing an education at one of tha participating colleges and universities having NROTC units for tha last two years.

PERSONS ELIGIBLE:
- Both active and inactive duty personnel.
- Meet both age and physical requirements for commission.
- Have and maintain a "C" averaga.

NOTES:
1. Further information can be obtained in the USN/MC Scholarship Program Annual NROTC Bulletin.
2. Upon graduation, personnel are commissioned aithar Ensign or 2nd Lieutenant and incur a 4-year active duty obligation.
3. Selectees attand 6 weeks of instruction at the Naval Scienca Institute in Newport during the summer.

REFERENCE: OPNAVINST 1533.4 series.

EEAP

The Enlisted Education Advancement Program (EEAP) allows carear motivated members an opportunity to obtain an Associate of Arts/Sciences degree in 24 calendar months or less.

PERSONS ELIGIBLE:
- Be an E-4 or above.
- Must have at least 4 years (or E-5 with minimum of 3 years) service but not more than 14 years of active duty.
- Possess a high school diploma or GED certificate.
- Need GCT + ARI = 110 or WK + AR = 110.

NOTES:
1. Must agree to extend or reenlist to have 6 years obligated service on date of enrollment.
2. Selectee will receive full pay and allowances, but must pay all educational expenses.

REFERENCE: OPNAVNOTE 1510 (issued annually)

OCS

The OCS program provides 16 weeks of officer indoctrination training for enlisted personnel who possess a baccalaureate degree or higher. Upon graduation, the candidates will be commissioned as an Ensign, USNR.

PERSONS ELIGIBLE:

Enlisted personnel in any rating and paygrade.
Must be a U.S. citizen.
Possess a BA/BS or higher degree.
Meet the age requirements.
Be entitled to an honorable discharge and have 6 months obligated service remaining on current enlistment.

NOTES:

For required service obligations consult the reference.

REFERENCE: BUPERSINST 1120.35 series.

RATING CONVERSION

This program offers enlisted members with less than 15 years active service the opportunity to convert to a rating for which they have more interest or aptitude. The program also encourages members of overmanned ratings to convert to an undermanned rating.

PERSONS ELIGIBLE:

Candidates must be an E-6 or below, and request a rating in CREO group A or B of the Open Rates/Skills list.
Not be serving in an undermanned rating or possess a critical skill/NEC.
Satisfy the eligibility requirements for the desired rating.
Shall not be currently serving in an enlistment or extension for which SRB has been paid.

REFERENCE: MILPERSMAN 2230180

LIMITED DUTY OFFICER

The LDO program provides an opportunity for appointment to a regular commissioned status for selected enlisted members for performance indicated by their former enlisted rating groups.

PERSONS ELIGIBLE:

Candidates must be a U.S. citizen possessing a high school diploma or the service accepted equivalent.
Be serving in paygrades E-6 (with at least 1 year in grade), E-7 or E-8 on active duty, USNR, or USNR-R (TAR) with at least 8 years but not more than 16 years active Naval service on 1 July of the year the application is made.
Be physically qualified for commissioning.

NOTES:

1. The appointment of each selectee will be in the temporary grade of Ensign in the regular Navy.
2. Applications must be complete, accurate and concise.

REFERENCE NMPC INST 1131.1 (issued annually)

CHIEF WARRANT OFFICER PHYSICIANS ASSISTANT PROGRAM

This program gives selected Hospital Corpsmen the opportunity for an appointment to CWO status as non-physician primary health care providers, trained to act as physician extenders in the Navy Health Care System.

PERSONS ELIGIBLE:

Candidate must be a U.S. citizen possessing a high school diploma or the service accepted equivalent.
Be serving in paygrades E-5 through E-9 in the Hospital Corpsman rating on active duty USN, USNR or USNR-R (TAR) with a least 6 years active Naval service upon application but not more than 24 years active Naval service by the day of commissioning.
Must be a graduate of Advanced Hospital Corps School, or Medical Services Technician School or Nuclear Submarine Medicine Technician School.
Be physically qualified.

NOTES: Selectees will retain their permanent enlisted status while enrolled in the CWO Physicians Assistant Training Program. Upon graduation selectees will normally be appointed to Chief Warrant Officer, W-2.

REFERENCE: NAVMILPERSMAN 1020315

CHIEF WARRANT OFFICER PROGRAM

This program gives selected Chief Petty Officers the opportunity for an appointment to CWO status for performance of duty in the technical field indicated by their former enlisted rating groups.

PERSONS ELIGIBLE:

Candidates must be a U.S. citizen possessing a high school diploma or the service accepted equivalent.
Be serving in paygrades E-7 through E-9 on active duty, USNR or USNR-R (TAR) with a least 12 years by not more than 24 years active Naval service on 1 July of the year the application is made.
Be physically qualified.

NOTES:

1. Appointment will normally be made to Chief Warrant Officer, W-2.
2. Applications must be complete, accurate and concise.

REFERENCE: NMPC INST 1131.1 (issued annually)

AVIATION PROGRAMS

Provides an avenue to commissioned status for male and female applicants interested in serving as Naval Aviators, Naval Flight Officers or Intelligence Officers.

PERSONS ELIGIBLE:

Be on active duty in any rating and paygrade and possess at least a BA/BS degree.
Meet minimum test scores required on the Aviation Selection Test (AST) Battery.
Have at least 6 months obligated service remaining on current enlistment and be entitled to an honorable discharge.
Meet the age requirements.

NOTES:

Selectees are ordered to Pensacola for the officer indoctrination course and pre-flight training.
Consult the reference for service obligation.

REFERENCE: BUPERSINST 1120.35 series

LIMITED DUTY OFFICER (AVIATOR) PROGRAM

The LDO Aviator Program provides an opportunity for selected enlisted personnel to receive an appointment to regular commissioned status designated for limited duty as Naval Aviators.

PERSONS ELIGIBLE:

Candidates must be a U.S. citizen with 60 semester hours of college level credits or the service accepted equivalent.
Be serving in paygrades E-5, E-6 or E-7 on active duty, USN, USNR or USNR-R (TAR) with at least 4 years active Naval service and be under 30 years of age on 1 July of the year application is made.
Be physicialy qualified.

NOTES: Selectees will retain their permenent enlisted status while enrolled in the LDO Aviator Training Program. Upon graduation selectees will be appointed as Ensign, temporary grade, USN.

REFERENCE: NMPC Notice 1131 (issued annually)

MEDICAL SERVICE CORPS

The Medical Service Corps of the Naval Reserve is open to qualified enlisted personnel on activa or inactive duty and leads to appointment to commissionad status in various sections.

PERSONS ELIGIBLE:

Be an active or inactive enlisted member and a U.S. citizen.
Meet age and professional requirements.

NOTES:

Selected applicants will be tendered an appointment of Ensign, Lieutenant Junior Grade or Lieutenant depending upon the number of years of educational and professional experience.

REFERENCE: MISPERSMAN 1020130

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